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ABSTRACT

Presented is the final evaluation report of the third year of a project to develop a model for providing prompt analysis of learning disabilities, intensive specialized teaching, support to parents and regular teachers, and a practicum for specialist teachers in California. Sections cover the following: historical background of the project, evaluation methodology, implementation of the model in the San Francisco Unified School District, conclusions, definitions of intervention terms, implecations, guidelines for project operators, staff development, and replication activities. Outlined in a section on the analysis of project objectives are the assessment tools and intervention techniques utilized, and measured outcomes regarding target behaviors. The bulk of the document consists of appendixes which include a summary of dissemination activities, sample workshop evaluation forms, and non-commercial materials used in workshops. Also appended is an evaluation report on program activities over 3 years relating to the following objectives: enhancement of behavior and/or academic skills for students with learning and/or behavioral disabilities; development of special teachers' skill in planning and implementing intervention for educationally handicapped students and assisting other on-site staff in sharing the instructional responsibility; development of regular teachers' skills in identification, assessment, and instruction of students with learning disabilities; implementation of alternative patterns of service by support personnel; and working with teacher-training institutions to provide opportunities to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction, and consultation. (SBH)

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FINAL EVALUATION REPORT

1971 - 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PUBLIC SCHOOL MODEL SERVICE CENTER PROVIDING

PROMPT ANALYSIS OF

LEARNING DISABILITIES

(Public School Center for Learning Disabled Children)

Current Contract No. OEG-0-71-4424 (604)

Project No. H 12 7138A

PREPARED FOR THE DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
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FOREWORD

This report represents the final summary of a three-year project which involved many, many people devoted to the high ideals and concepts of the project.

A brief review of the historical background of the project gives us the sense of determination that kept the project going in the face of many recorded (and unrecorded) adventures in administration of a joint district and State Department effort. Changes of staff at both levels; changes from the original concept of delivery of services to children caused by court rulings and district reorganization; and many other problems caused many concerns and adjustments to meet the problems. Through all changes the project did more forward and the results are here to see.

It is not possible to thank each and every one in this short foreword for their unique contribution. On Page 52, we have shown the names of all those who contributed so much over the years. However, a few people need to be singled out for attention.

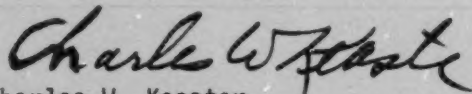
Dr. Marguerite Dugger, Project Supervisor for the San Francisco Unified School District, and Dr. Margaret Scheffelin, State Department of Education and Project Director during 1971-72 and 1972-73, were the inspirational team who designed the original project and gathered together the staff who provided the sinews of strength that every project requires.

Acknowledgement is made for the leadership provided for the first two years by Joyce Kohfeldt and then Jane Anderson for the final evaluation year.

This last year of the project has not been easy! The first two years of the project were the formative and experimental years. Much of the materials used, many of the procedures of pupil assessment and educational intervention had to be refined, and teacher training procedures examined. Not everything turned out perfect. However, learning was taking place and the final evaluation can set the stage for future efforts and giving guidance to anyone undertaking to replicate the work that has gone on in the project.

Because of the need to get organized data, the final evaluation report was contracted for through the State Department of Education, Office of Program Planning, who in turn obtained the services of Dr. Theodore Alper and Thomas Whalen. Their report has been included as Appendix H.

A final word of acknowledgement for the fine support given me by the staff during the 1973-74 year. Their diligence and concern has been gratefully noted. And to Mrs. Edna Bowen, a special acknowledgement. While all of us "fly about", she manages to keep all the bits and pieces together in San Francisco, while maintaining the calm secretarial attitude. Her efforts have "put the report together", and we all thank her.



Charles W. Keaster
Project Director

ABSTRACT OF THIRD YEAR PROJECT

The objectives of the third year project were: (1) Enhancement of pupils' behavior, self-concept, and academic skills: (2) Development of EH teachers' skills in planning and implementing interventions, and assisting others in sharing instructional responsibilities: (3) Development of regular teachers' skills in identifications, assessment and instruction of pupils with learning difficulties: (4) Implementing alternative patterns of service by support personnel to pupils and teachers: and (5) Working with universities to provide opportunities for teachers to have monitored practicum experiences.

The purpose of the third year grant was to (1) continue with refinement of the model as developed in the first two years: (2) design and implement the evaluation methodology: and (3) extend replication activities.

The evaluation component of the project centered on: (1) direct service to pupils with learning disabilities: (2) involvement of special education and regular teachers, and support personnel in educational interventions: and (3) expanded university involvement in practicum experiences.

Dissemination activities included planned presentations, demonstrations and discussions with key leadership groups involved with learning disabled pupils.

Project methodology included direct measurement of the degree to which each of the five project objectives had been achieved. Sources of data for analysis were interviews, records, observation of techniques and activities, and questionnaires.

Among the outcomes of the evaluation component the following illustrate areas of change:

1. There were significant positive changes in problem and work-related behaviors at the primary level
2. Few significant changes in self-concept occurred
3. There was significant improvement in number recognition and math computation skills at the primary and intermediate level. There was significant improvement in alphabet and word recognition skills at all levels.

HISTORICAL BACKGROUND 1971-1974

California was awarded one of eight federal grants to states in 1971 for developing and operating Child Service Demonstration Projects under Public Law 91-230, Title VI, Education of the Handicapped Act, Part G - Specific Learning Disabilities. The State Department of Education received a grant of \$125,260 for the period from July 1971 through June 1973. An additional \$70,000 was approved for July 1973 through June 1974 to develop the program evaluation component and to determine the effectiveness of the five program objectives.

The original project proposed to improve services for children with learning disabilities. The model was developed within the framework of the California State Program for Educationally Handicapped pupils. Concurrent with direct service to children, the model offered on-site in-service for regular teachers, support staff, administrators, and special teacher in EH classes. As a research and development effort, the project established a design for public school services, evaluated the delivery service, and assisted other districts with dissemination and replication of validated components.

The project was directed by consultants assigned State responsibilities for the EH Program from the State Department of Education, Bureau for Mentally Exceptional Children. The operation model, developed co-jointly with the San Francisco Unified School District, was managed by the on-site Project Head with support from the District EH Supervisor.

Impetus for the proposal came as a result of difficulties noted in large districts serving LD pupils within the State Program for Learning Disabilities. (Program for the Educationally Handicapped).

Some of the specific problems were:

1. A time lag between referral of a pupil with problems and direct classroom assistance for pupil and teacher
2. Limitation in teachers' ability to identify and provide for minimal to moderate learning disorders. Limited in-service programs for regular classroom teachers to acquire specific knowledge concerning learning disabilities
3. Insufficient support staff for follow-up because of processing large numbers of inappropriate referrals
4. Emphasis on psychological tests for eligibility decisions, with limited application for instructional decisions
5. The required medical examination resisted by some parents, making screening and placement impossible to complete
6. Need for EH teacher in-service to assure competence

The proposed model, preserving much of the standard EH operations, incorporated concepts from an earlier Federal ESEA VI-A (later changed to ESEA Title VI-B) project for in-service in the San Francisco Unified School District during the summers from 1968 through 1970. As the training program shifted from theory to actual demonstration and practice, teachers gained in skills and confidence. The District sought to maintain a similar plan for staff development during the academic year but lacked funds and personnel. The proposed VI-G project made it possible to carry on staff development activities similar to those of the earlier VI-B project, but available during the regular school year.

The Child Service Model for California emphasized:

1. Coordination with general education
2. Comprehensive educational assessment of pupils
3. Excellence of instruction of regular and special teachers
4. Dissemination and replication activities

Innovative components proposed to include a resource teacher specialist, and an intensive diagnostic center (laboratory). The laboratory also served as a training resource for teachers. Other in-service was concentrated at the site of the referral in targeted schools.

Procedures differed from the standard EH Program in these ways:

1. The resource specialist teacher responded initially to the regular teacher's request for help with a pupil
2. Preliminary problem definition focused on the interaction of pupil and classroom
3. Immediate educational interventions were developed by the referring teacher, pupil and VI-G staff for temporary help
4. Additional clinical studies were requested as needed
5. The diagnostic center was used only when more intensive study or educational recommendations were indicated
6. Conferences held on-site on a regular basis maintained the commitment of staff to a pupil
7. Substitutes or VI-G staff conducted classes to permit teachers to participate in in-service activities
8. Extensive data gathering devices and procedures were developed in 1972-73

Finding was shared by local, state, and federal sources.

Federal funds covered salaries of the San Francisco Unified School District Project Head and Secretary, the evaluation component, consultants, and substitutes. The State provided usual foundation support for pupils and special education fund apportionment according to a daily attendance in various EH Program types. Pupils served in regular classes were not labeled EH and were not claimed for special education State reimbursement.

The local District maintained its previous financial effort by providing salaries for teachers, administrators, support staff, facilities, materials, transportation, and the EH local supervision.

The Leadership Training Institute for Learning Disabilities at the University of Arizona provided additional services to California's Child Service Project.

The primary task during the first year was to determine what specifically needed to be done to achieve the proposed objectives. During the second year, the staff formalized procedures for getting the job done. The final year focused on more efficient delivery of services and executing the evaluation design for the total program.

Certain conditions within the San Francisco Schools prevented full implementation of the model as originally proposed. A court order in 1971 introduced integration virtually overnight - distributing elementary minority pupils among faculties unprepared for major differences in culture, communications, and behavior patterns of these newly assigned pupils. Until teachers were more skilled in general classroom management under these new conditions, they had, predictably, little energy left for a few pupils with specific learning difficulties. Total adjustment was needed at the elementary level because of elementary reorganization from a K-6 plan to K-3 and 4-6 in separate schools.

The Title VI-G diagnostic centers (laboratories) were phased out at the end of the first year. It became apparent that placing pupils in the segregated laboratories might delay the development of more complete cooperation between general and special education. In operation, the centers tended to reinforce the entrenched concept that special education should supplant (i.e. remove) rather than supplement regular education for most pupils. Thus the model was revised, replacing the laboratories by increased resource teacher service and by general workshops on diagnostic and remedial techniques.

The project proposed the following objectives for the second year, representing a refinement of the first year's objectives:

1. To enhance behavior, self-concept, and academic achievement of pupils with learning/behavioral disorders
2. To develop skills of EH teachers in planning and implementing interventions for EH pupils; assisting other on-site staff in sharing instructional responsibilities
3. To develop alternative patterns of service to pupils and teachers by support personnel (principals, social workers, psychologists)
4. To develop skills of regular classroom teachers in identifying, assessing, and instructing pupils with learning problems
5. To provide practicum experiences for teachers in pupil assessment, instruction, counseling

By the end of the second year, the staff had defined its procedures, developed tentative instruments and forms for carrying on its various functions. The project staff conducted workshops which successfully emphasized not only cognitive activities but also pupils' feelings, interest in learning, differences in learning styles, and response to an extensive range of materials. Inter-disciplinary cooperation was enhanced through these activities with VI-G support. Post-hoc evaluation was performed by review of data on activities and structured interviews of district staff by outside consultants.

Although continuous staff development was provided at target schools, a series of workshops was also developed in the second year for support staff, administrators, regular and special class teachers throughout the district. These sessions provided brief descriptions of problem areas such as Managing Environments, Diagnostic Tools, Language Development. Participants selected two of eight such topics for in-depth study. The workshops continued in the third year with on-site demonstrations described in the third year report.

In addition to increasing skills of individual participants, the workshops resulted in developing effective working relationships between special and general education.

With procedures stabilized, the Title VI-G staff focused on documenting and evaluating its operations in the third year, assisted by an outside professional evaluation team. Results of the evaluations are summarized later in this report.

The project served as a model which could be replicated with modifications in the Bay Area and elsewhere in the State and nation. Adaptations have been made in Oakland, Charter Oaks, Oxnard, Redlands, Hacienda La Puente, Rowlands, Marin County.

THIRD YEAR OF THE PROJECT

The over-all purpose of the project was to develop a model for providing prompt analysis of learning disabilities, intensive specialized teaching, support to parents and regular teachers, and a practicum for specialist teachers.

There were three components of the third year grant:

Continued model refinement and implementation

Expansion of evaluation methodology

Extension of replication activities

The full time project staff included:

1 Project Head

5 Project Research Teachers

1 Secretary

Project supervision was provided by the San Francisco Supervisor for Educationally Handicapped Program and by the Project Director who is a consultant from the Division of Special Education, State Department of Education.

CONTINUED MODEL REFINEMENT

There were five basic objectives in the third year continuation plan:

- 1.0 Enhancement of behavior, self-concept and academic areas for pupils with learning and/or behavior disabilities
- 2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils, and in assisting other on-site staff in sharing the instructional responsibilities
- 3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties

- 4.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers
- 5.0 Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation

EXPANSION OF EVALUATION METHODOLOGY

The third year evaluation methodology was developed to assess project objectives.

The responsibility for the third year project evaluation was assigned to the Evaluation and Testing Unit of the California State Department of Education. An evaluation framework had been developed which included, but is not limited to:

- a. Measurement of attainment of objectives
- b. Qualitative and quantitative determination of products developed by the objectives
- c. Identification of appropriate data collection and analysis methodologies
- d. A clear delineation of costs in relationship to outcome and benefits
- e. Recommendations for modification and implementation of project methodologies

EXTENSION OF REPLICATION ACTIVITIES

Title VI-G was responsible for the dissemination of materials and teaching techniques to numerous educational agencies. In addition, project staff time was allocated to permit replication applicants to participate in project activities.

The on-site replication districts for the third year were limited to:

1. Oakland Unified School District (innercity) Target pupils
Claremont Junior High School 7 - 9 16

2. Marin County School District (rural)	Target pupils
Nicasio School K - 8	20
Lincoln School K - 6	20
Laguna School K - 8	20

IMPLEMENTATION

A. The model in the San Francisco Unified School District

The primary thrust of the third year continuation plan was to develop and implement efficient on-site models for support of teachers and other personnel in the delivery of services (recognition, definition, diagnosis, intervention, follow-up) to children with learning problems in regular classes and in special programs for the educationally handicapped.

The project continuation plan specifically defined the target population for Title VI-G services:

THIRD YEAR ACTIVITIES
LOCATIONS AND PARTICIPANTS (BY PROJECT OBJECTIVE)

Project Objectives	San Francisco Unified School District	Inner-City School Districts	Urban & Rural School Districts	Totals
<u>1.0</u> Direct service to EH pupils	65 pupils	32 pupils	32 pupils	129 pupils
<u>2.0 and 3.0</u> service to regular and EH teachers	Target Teachers: 36 Other Teachers: 75	Target Teachers: 16 Other Teachers: 55	Target Teachers: 16 Other Teachers: 55	68 teachers 185 teachers
<u>4.0</u> Involvement of support personnel	Principals: 12 Specialists: 24	Principals: 6 Specialists: 15	Principals: 6 Specialists: 15	Principals: 24 Specialists: 54
<u>5.0</u> Involvement of teacher training institutions	TOTAL TEACHER TRAINING INSTITUTIONS PARTICIPATING: 5 TOTAL NUMBER PARTICIPATING COLLEGE STUDENTS: 200			

The participating schools for on-site delivery in the San Francisco Unified School District were as follows:

	Grade Level	Target pupils (Screened EH)
1. Phoebe Apperson Hearst School	K-3	3
2. Robert Louis Stevenson School	K-3	10
3. San Miguel School	K-3	18
4. Edison School	4-6	5
5. Lawton School	4-6	6
6. Mark Twain School	4-6	2
7. Winfield Scott School	4-6	13
8. Aptos Junior High School	7-9	4
9. Portola Junior High School	7-9	6
10. McAteer High School	10-12	5

B. Initial procedures for delivery of services

Prospective sites were selected from

1. Requests for services
2. Continuation of services from previous year
3. Previous professional contacts
4. Outcome of orientation workshops

Since the target population was defined by the State Department of Education, a screening process was necessary to determine which schools would receive Title VI-G services for 1973-74.

The screening process consisted of an initial interview with the school principal by the Project Head. The purposes of this interview were:

1. Establishing rapport
2. Assessing the needs and the problems of that school

3. Defining the principal's philosophy of educating the pupil with learning problems
4. Explaining Title VI-G and its role as a program developer rather than as a crisis intervention service

If the needs of the school matched the resources and the project focus for Title VI-G, an informal contract was formulated to define the responsibilities of the school and Title VI-G.

The principal's commitment was:

1. To support Title VI-G as a primary EH resource
2. To designate an on-site coordinator for Title VI-G services
3. To involve the staff in meeting the needs of EH pupils
4. To continue the thrust toward developing a self-sustained program

Title VI-G's commitment was:

1. To select a Title VI-G staff member with appropriate skills to meet site needs
2. To develop a program to meet EH pupils needs at that site
3. To train on-site staff to meet the needs of pupils with learning disabilities and/or behavior disabilities
4. To follow through with a continuing program of workshops and specialized training in developing materials for individualized instruction
5. To act as a liaison between San Francisco Unified School District Special Education Division and the school site to facilitate consistent service

The on-site coordinator was one of the following:

1. EH teacher
2. Regular classroom teacher

3. Counselor
4. Principal
5. Social worker

The Title VI-G staff member assigned to that school, together with the coordinator, made a preliminary assessment of the needs of the school on one of the three Teacher Participation Request Forms (see Appendix).

These forms were distributed through the coordinator to staff members who had screened EH pupils in their classroom. Screened EH pupils are those who have been previously identified by the District; these pupils may be in a regular classroom, a learning disability classroom, or a self-contained classroom.

Target EH pupils for the project were selected from classrooms where the teacher (regular or EH) expressed a willingness to make a commitment to Title VI-G.

- C. Objective 1.0 - Enhancement of behavior, self-concept, and academic areas for pupils with learning and/or behavior disabilities.

A defined assessment package was used with each target pupil to determine his needs in academic and behavioral areas (see Appendix). The information obtained from this assessment was used to develop an intervention program.

The intervention program was carried out by a Title VI-G staff member or the teacher in the classroom setting.

The same assessment package was used following the intervention period to determine pupil change.

- D. Objective 2.0 - Development of EH teachers' skills in planning and implementing interventions for EH pupils and assisting other on-site staff in sharing the instructional responsibilities.

Through a series of workshops and on-site demonstrations EH teachers were instructed in the administration and interpretation of formal and informal diagnostic tools. (see Appendix). Training followed in translating this information into specific long-range and short-range instructional activities.

At the site level the staff worked with EH teachers in organizing the classroom environment to fit the individual needs of the pupils. Effective utilization of time, both in instructional planning and in pupil scheduling was analyzed and modified when necessary for the particular classroom structure.

The Title VI-G staff examined a wide variety of commercial materials and chose those which best fit the pupils' assessed needs and the EH teachers' skills. Workshops and in-service training on specific materials were sponsored by Title VI-G. These workshops served to increase the teachers' skills in the selection, utilization, and evaluation of instructional tools and techniques.

A valuable component of the project was the provision of substitute release time for teachers which enabled them to participate in project activity and develop professional skills. Substitutes were also used by the project staff in pupil assessment, interventions, presentations, and resource room development.

- E. Objective 3.0 - Development of regular classroom teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

The services described under Objective 2.0 were delivered to regular classroom teachers. In addition, Title VI-G staff members assisted the regular classroom teachers in identifying early indications of learning difficulties with appropriate diagnostic tools. In the regular classroom special assistance was provided in developing individual programs for pupils with learning disabilities.

Because of the move toward mainstreaming in California, the project emphasized broadening the scope of instructional options for regular classroom teachers in order that they might be better able to respond to a wider range of pupil needs.

F. Objective 4.0 - Implementation of alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

The services described under Objectives 2.0 and 3.0 were delivered to support personnel staff.

Where possible, Title VI-G assisted in organizing space, funds, materials and personnel support for the daily operation of an EH program within a building. This consisted of developing resource rooms where learning disabilities were assessed, instructional techniques were demonstrated, and instructional materials disseminated.

With Title VI-G services on-site, the time lag between a request for help and the initiation of educational assistance was substantially reduced.

Title VI-G staff worked closely with ancillary personnel in the areas of screening, placement, admissions, demissions, and restructuring of EH units in order to match the intensity of service to the

intensity of needs. Title VI-G was effective in obtaining from support personnel staff a commitment to work toward modifying the instructional program so that the needs of the EH pupil could be met in the regular classroom. Ancillary personnel were encouraged to monitor the progress of screened EH pupils who were not in an EH unit, so that these pupils might receive instructional services which could result in fully implementing the mainstreaming philosophy.

The learning team concept of shared responsibility between teaching and support staff was developed to provide opportunities for continuing communication in a learning environment.

- G. Objective 5.0 - Working with teacher training institutions to provide opportunities for teachers, (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation.

The project staff provided an opportunity for interns to observe a variety of educational settings and instructional techniques. Their training included using the project's formal and informal diagnostic tools and interpreting the data to establish instructional goals. They were given the opportunity to share their previously acquired skills with the classroom teacher. The interns assisted the Title VI-G staff in implementing the intervention program for individual pupils. The workshops presented or sponsored by Title VI-G provided opportunities for their educational growth.

CONCLUSION

Title VI-G was designed as a research project to develop a model for effective service to EH pupils. The model delivery program which had been developed and implemented during the first two years and refined and evaluated in the third year project proved to be a feasible and efficient delivery system at all grade levels. The key to the success of the project was the on-site delivery system. The district has made a commitment to a continuation of on-site service as demonstrated by the Title VI-G model.

The provision for trained substitutes contributed to the success of the project by releasing teachers for professional development and implementing project activities.

Title VI-G was also instrumental in obtaining a commitment from general education to share the responsibility for the education of the pupil with learning disabilities (EH) so that he might function in a regular classroom with his peers.

The effectiveness of the Title VI-G project was due in large part to its acceptance as a non-threatening neutral resource to the local school staff. The Title VI staff had a wide background in regular and special education, experience in working with support personnel, and skills which facilitated the development of an on-site working team. The most effective school on-site team was composed of a special education teacher, a regular teacher, a counselor and/or a social worker, and the principal; this coordinated the school resources to meet the individual needs of pupils with learning disabilities.

Title VI-G has provided Pupil Personnel Services (social workers, counselors, psychologists) with a vehicle for entrance into a classroom. Pupil Personnel Services provided an atmosphere of support for Title VI-G

staff in their acceptance of the model delivery system; this contributed to a mutual sharing of resources in our target schools through workshops and in-service training.

During 1974-75 Special Education, Pupil Personnel and General Education staff will monitor the degree of continuing team cooperation at the school site level. This monitoring effort will reveal the effectiveness of the collaboration between special and general education staff working with San Francisco Unified School District children as teams in order to improve educational programs.

The Assistant Superintendent of the Division of Special Education endorsed the philosophy of the model project through administrative recognition and included the Project Head in the Special Education Council, recognizing the project as a vital component of the division. The San Francisco Unified School District Supervisor of the EH program was an integral part of the project. With the support of the administrative staff the project was able to make great strides in the district. Among Title VI-G's accomplishments was the establishment of a resource room in the district's regular education Teacher Learning Center. This combined the resources and in-service training of both regular and special education at one central location which was one of the major moves toward fulfilling the objectives of the California Master Plan for Special Education.

The Project Director at the State level provided on-site service which strengthened the model project's primary focus - "on-site delivery of service at all levels." The Project Director brought information directly to the project staff relative to the implementation of the Master Plan. In this way the staff was able to implement the philosophy of the

Master Plan at their target schools.

The Leadership Training Institute, nationally recognized in the field of learning disabilities presented the current findings in the field to the administration and teaching staff of the San Francisco Unified School District. These contributions, through workshops and consultation, gave national status to the local project.

DEFINITION OF INTERVENTION TERMS

1. **TASK ANALYSIS - defining problem**
Process of defining the problem resulting in a specific definition. A framework for organizing the structure of the classroom materials, content, and rewards in efforts to effect meaningful transactions between teacher and child.
2. **BEHAVIOR ANALYSIS - defining problem**
Process of defining the problem objectively resulting in a specific definition. Level of behavior is observed and recorded. A method or procedure is designed to improve or remediate the child's performance.
3. **FORMAL ASSESSMENT - use of standardized instruments/standard protocol (WRAI)**. Shows the range of performance within a designated group, based on "grade" placement. Standardization based on using a "normal" population.
4. **INFORMAL ASSESSMENT - use of non-standardized instruments or techniques with variable protocols; including observation and measurement of number intensity and frequency of purposeful and non-purposeful pupil behavior in the classroom.**
5. **ACADEMIC OBJECTIVES - translate diagnostic information and pupil progress into specific long-range and short-range instructional activities; by adapting space, time expectations, quantity of assignments, type of instructional approach used and amount and type of teacher reinforcement. Individual prescription formulated between staff and teacher to reflect pupil need discovered in assessment.**
6. **BEHAVIOR OBJECTIVE - translate diagnostic information and pupil progress into specific long-range and short-range behavior enhancing activities by adapting space, time expectations, type of instructional approach, type of interpersonal approach and amount of teacher reinforcement. Individual prescription formulated between staff and teacher to reflect pupil need discovered in assessment.**
7. **PROFESSIONAL SUPPORT PERSONNEL - implementation of alternative patterns of service by support personnel**
 - a. providing general and specific staff development in relation to learning disabilities and their remediation
 - b. matching severity of student needs to the amount, frequency, duration and number of services of different people required
 - c. reducing the time lag between parent or school personnel request for help and the initiation of educational intervention
 - d. obtaining educational assessment data which will result in changes in the instructional program

8. **MANAGEMENT OF ENVIRONMENT** - organization of space, time, materials, and types of instruction to fit learning strengths of pupils. Such management might include learning centers, flexible scheduling, individualized instruction, peer tutoring, etc.
9. **INDIVIDUALIZING INSTRUCTIONAL TECHNIQUES** to assist learning disability students by adapting space, time expectations, quantity of assignments, type of instructional approach used and amount and type of teacher reinforcement.
10. **INDIVIDUALIZING MATERIALS** to assist learning disability students by adapting quantity of assignments and type of instructional materials used to the student's specific disabilities.
11. **CONTRACTS**
 - written - the student and teacher in written form determine the time and content for a given learning activity. See non-commercial materials appendix.
 - oral - the student and teacher, orally, determine the time allotment and content for a given learning activity.
12. **LEARNING CENTERS IN CLASSROOM** - providing materials, information and patterns for individualization within a regular classroom setting. Stations are established for the activities followed in the Center pattern. For a diagram see the non-commercial materials appendix.
13. **TITLE VI-G - Materials Dissemination Center**
Resources available to teachers to augment existing on-site instructional materials. EH teachers may borrow materials, use them in the classroom and become more selective in the types of purchases they determine.
14. **PROJECT STAFF DEVELOPMENT** - Staff VI increasing their knowledge of learning disabilities in general and patterns for individualization within a regular classroom setting and utilizing this knowledge in the context of their resource work.
15. **DEMONSTRATION TEACHING** - on-site. The Title VI staff member takes the teacher's student group and conducts a lesson or activity, emphasizing the desired concept.
16. **WORKSHOPS (8 hours or less without credit)**
Group activities planned for teachers or other staff members, emphasizing skills concepts or activities for teachers and pupils.
17. **IN-SERVICE TRAINING** - 7 hours or more intensive study in a given area with in-service credit afforded the participants by the school district.
18. **PARENT INVOLVEMENT** - Any parent contact by Title VI staff or teachers regarding academics, behavior, or attitudes.
19. **VIDEO TAPING** - Title VI staff taped (filmed) the teacher in activities emphasizing positive behavior.

ANALYSIS OF THE PROJECT OBJECTIVES

Project Objective No. 1:

Enhancement of behavior, self-concept, and academic areas for pupils with learning disabilities.

Objective 1.1: What are the changes in the number, intensity and frequency of purposeful and non-purposeful pupil behaviors in the classroom?

Assessment Tools

Teacher Participation Request

Student Behavior Referral

Pupil Observation Form
(high frequency behavior)

Pupil Observation Form
(low frequency behavior)

Observation/variable protocol

Interventions

Behavior analysis

Informal assessments

Behavioral objective

Behavioral objective

Workshops - Video-taping

Outcomes

The Student Behavior Referral Form was the instrument used to measure changes in behavior. Teachers recorded their subjective evaluations of target pupils in the areas of problem behavior, work-related behavior and at the academic level.

The teachers' assessment showed that more significant positive changes in behavior appeared in primary pupils than in intermediate or secondary pupils. The significant improvement in primary pupil problem behavior occurred in such items as running around the room, complaining, temper tantrums and fighting. Improvement in work-related behavior of primary pupils occurred in working independently, attempting to do difficult work, taking pride in work, and the ability to organize materials and work.

Objective 1.2: What are the changes in pupil self-concept (pupil) attitude toward - self; school and learning; teachers; other school staff?)

Assessment Tools

Self-concept Inventory

Interventions

Behavior analysis

Informal assessment

Behavior objective

Workshops

Contracts (behavioral
(academic

Staff contacts specific to this objective 353

Workshop contacts specific to this objective 64

Outcomes

Few measurably significant changes in self-concept occurred in target pupils as indicated by the Self-concept Inventory developed by Title VI-G staff. The design of a reliable instrument for the measurement of self-concept has been a difficult research problem. However, the information gained from the Title VI-G assessment pinpointed problem areas in target pupils and gave direction for intervention by staff members. The instrument also provided valuable insights for teachers, ancillary staff and parents.

Objective 1.3: What are the changes in pupil academic performance?

Assessment Tools

Teacher rating of pupil academic performance

Work sample

Interventions

Task analysis

Formal assessment

Assessment Tools

WRAT
Rated assessment (math) (reading)
Gilmore Oral Reading Test

Interventions

Informal assessment
Academic objectives
Academic objectives
Management of environment
Individualizing instructional techniques
Individualizing materials
Contracts
Learning Centers
Demonstration teaching

Staff contacts specific to this objective 417

Workshop contacts specific to this objective 104

Outcomes

As measured by a standardized instrument, significant changes occurred in word recognition skills and math computation at all levels. Significant improvement in spelling occurred at the primary and intermediate levels.

Title VI-G staff also developed two informal assessment tools to measure academic growth; Rated Assessment - Math, and Rated Assessment - Reading.

The Rated Assessment - Math - indicated significant improvement in number recognition at the primary and intermediate levels. Primary pupils improved in set recognition and simple subtraction skills; intermediate pupils improved in 2 digit addition (carrying) and 2 digit subtraction (borrowing) skills.

The Rated Assessment - Reading - indicated significant improvement in manuscript alphabet recognition, and mixed vowel word reading at all levels.

Oral paragraph reading as measured by the Gilmore showed no significant change at any level.

The teacher's subjective analysis of pupil academic progress as indicated by the Student Behavior Referral Form reflected minimal academic progress in target EH pupils.

Project Objective No. 2:

Development of EH teachers' skills in planning and implementing intervention for EH pupils and assisting other on-site staff in sharing the instructional responsibility.

Objective 2.1: Translate diagnostic information and pupil progress into specific long-range (monthly) and short-range (daily) instructional activities.

Assessment Tools

Staff Competency Rating of EH Teachers-
(Evaluator's Form)

Self-Rating of Competency
(Evaluator's Form)

Intervention Checklist for Special
Teachers (Evaluator's Form)

Teacher Participation Request

Behavior Referral Form

WRAT

Self-concept Inventory

Rated Assessment (Math-Reading)

Slingerland

Markoff Informal Assessment

Modality Inventory

ITPA

Interventions

Task analysis

Formal assessment

Informal assessment

Individualizing instructional
techniques

Academic objectives

Behavior objectives

Individualizing materials

Contracts

Title VI-G Materials
Dissemination Center

Workshops

In-service training

Assessment Tools

Santa Clara Development Inventory

Modality Inventory

Observation/variable protocol

Work Samples

Staff contacts specific to this objective 133

Workshop contacts specific to this objective 19

Outcomes

A series of workshops and on-site demonstrations were offered to EH teachers to instruct them in the administration and use of a number of assessment tools. The information gained from the assessment tools provided a basis for Title VI-G staff members and EH teachers in designing long and short-range intervention programs and activities for pupils with learning disabilities.

The intervention Checklist (Evaluators Form) indicated that EH teachers found the Title VI-G developed Rated Assessment and Self-concept Inventory to be of great value in providing information about specific needs of EH pupils.

Objective 2.2: Organizing space, time, materials, and type of instruction to fit the learning strengths of the pupils.

Assessment Tools

Intervention Checklist for Special Teachers (Evaluation Form)

Teacher Participation Request

Behavior Referral Form

WRAT

Interventions

Behavior analysis

Formal assessment

Academic objectives

Management of environment

Assessment Tools

Self-concept Inventory
Rated Assessment (Math-Reading)
Slingerland
Markoff Informal Assessment
Modality Inventory
ITPA
Santa Clara Development Inventory
Work Samples

Staff contacts specific to this objective 173

Workshop contacts specific to this objective 39

Interventions

Individualizing instructional techniques
Individualizing instructional materials
Learning Centers
Title VI-G Materials Dissemination Center
Workshops
In-service training

Outcomes

At the site level Title VI-G staff members worked with EH classroom teachers to organize learning centers and provide for individualized instruction for pupils with learning disabilities. An individualized program for an EH pupil was designed after assessing his learning strengths and weaknesses, using several of the assessment tools listed under Objective 2.1. The selection of the assessment tools depended upon the needs of the pupil and the skills of the VI-G staff person and EH teacher.

Title VI-G staff helped the EH teacher to organize classroom time for an effective instructional program and efficient pupil scheduling.

Materials dissemination from the Title VI-G Resource Center, and workshops in the use of individualized instructional programs and materials were a large component of Title VI-G service. The EH teachers' skills in selecting and evaluating appropriate commercial and teacher-made materials were developed by workshops and on-site training.

On the Checklist of Interventions (Evaluators Form) EH teachers indicated wide acceptance and use of the Title VI-G Resource Center.

Objective 2.3: Mobilize other school staff in planning and implementing a coordinated instructional program for pupils served by various teachers.

Assessment Tools

Interview questionnaire for regular class teachers (Evaluators Form)

Shared Responsibility Packet

Intervention Checklist for Special Teachers (Evaluators Form)

Teacher Participation Request

WRAT

Self-concept Inventory

Rated Assessment (Math-Reading)

Slingerland

Markoff Informal Assessment

Modality Inventory

ITPA

Santa Clara Development Inventory

Modality Inventory

Work samples

Staff contacts specific to this objective 115

Workshop contacts specific to this objective 36

Outcomes

Title VI-G attempted to develop the EH teacher's skills as a resource person for the entire school staff so that the needs of the EH pupil served by several teachers could be met more effectively.

Interventions

Joint meeting with regular staff and EH teachers

Task analysis

Behavior analysis

Informal assessment

Academic objective

Behavior objective

Individualized instructional techniques

Individualizing instructional materials

Workshops

In-service training

In some target school the resource room served as a demonstration center for regular and EH teachers.

The team approach to meeting the needs of the pupil with learning disabilities was developed and emphasized in a series of staff meetings, workshops, and conferences.

Objective 2.4: Provide information for general school staff related to (a) learning disabilities in general and (b) patterns for individualization within a regular classroom setting.

Assessment Tools

Interventions

Teacher Participation Request

Formal Assessment

WRAT

Informal assessment

Self-concept Inventory

Academic objectives

Rated Assessment (Math-Reading)

Management of environment

Slingerland

Individualizing instructional techniques

Markoff Informal Assessment

Individualizing instructional materials

Modality Inventory

ITPA

Learning Centers

Santa Clara Development Inventory

Title VI-G materials

Work samples

Dissemination Center

Project Staff Development

Demonstration Teaching

Workshops

In-service training

Staff contacts specific to this objective 91

Workshop contacts specific to this objective 44

Outcomes

All of the workshops on learning disabilities given or sponsored by Title VI-G were offered to the general staff of target schools. With the move toward the mainstreaming concept in California, the on-site EH teacher has become an important resource to his school.

Project Objective No. 3:

Development of regular classroom teachers' skills in the identification, assessment and instruction of pupils with learning disabilities.

Objective 3.1: Identify early indications of learning disabilities.

Assessment Tools

WRAT

Rated Assessment (Math-Reading)

Self-concept Inventory

Markoff Informal Inventory

Slingerland

Work samples

Observation (Formal and Informal)

Staff contacts specific to this objective 161

Workshop contacts specific to this objective 24

Interventions

Task analysis

Behavior analysis

Formal assessment

Informal assessment

Outcomes

Title VI-G attempted to give regular teachers proficiency in the use of a small battery of assessment instruments which could be used in the regular classroom. Regular teachers were given workshops and on-site training in the administration of these instruments and the interpretation of data obtained from their use.

Objective 3.2: Use diagnostic information in planning an individual student's program.

<u>Assessment Tools</u>	<u>Interventions</u>
WRAT	Task analysis
Rated Assessment (Math-Reading)	Behavior analysis
Self-concept Inventory	Formal assessment
Markoff Informal Inventory	Informal assessment
S lingerland	Academic objectives
Work samples	Behavior objectives
Observation (Formal and Informal)	
Staff contacts specific to this objective	<u>135</u>
Workshop contacts specific to this objective	<u>20</u>

Outcomes:

Regular teachers, along with EH teachers, were given on-site training and workshops in translating the information gained from the above listed assessment tools into specific long and short-range instructional programs to meet the needs of individual students with learning disabilities.

Objective 3.3: Select and with monitored practice, administer informal assessment measures with due regard to each pupil's cultural and linguistic experiences.

<u>Assessment Tools</u>	<u>Interventions</u>
Competency Rating for Regular Teachers (Evaluator's Form)	Informal Assessment
Self-Rating Competency (Evaluator's Form)	Workshops
Santa Clara Inventory Developmental Task	
Self-concept Inventory	
Staff contacts specific to this objective	<u>130</u>
Workshop contacts specific to this objective	<u>28</u>

Outcomes:

Regular classroom teachers along with EH teachers were given training in utilizing and interpreting the informal assessment tools. The data from the assessments were used in individualizing programs, taking into consideration pupils cultural and linguistic experience.

Objective 3.4: Adjust the classroom environment to assist learning disability students by adapting space, time expectations, quantity of assignments, type of instructional approach used and amount and type of teacher reinforcement.

Assessment Tools

Interventions

WRAT	Task analysis
Rated Assessment (Math-Reading)	Informal assessment
Self-concept Inventory	Academic objectives
Markoff Informal Inventory	Behavior objectives
Slingerland	Individualizing materials
Work samples	Learning Centers
Observation (Formal and Informal)	Demonstration teaching
	Workshops

Staff contacts specific to this objective 167

Workshop contacts specific to this objective 55

Outcomes:

At the site level, Title VI-G staff members worked with regular teachers to organize learning centers and provide for individualized instruction for pupils with learning disabilities. An individualized program for an EH pupil in the regular classroom was designed after assessing his learning strengths and weaknesses using the tools listed above.

Objective 3.5: Create and use a wide array of instructional options.

Assessment Tools

Checklist of Interventions
(Evaluator's Form)

WRAT

Rated Assessment (Math-Reading)

Self-concept Inventory

Markoff Informal Inventory

Slingerland

Work Samples

Observation (Formal and Informal)

Interventions

Task analysis

Informal Assessment

Academic objectives

Behavior objectives

Individualizing instructional techniques

Individualizing materials

Learning Centers

Title VI-G materials
Dissemination Center

Demonstration teaching
workshops

Staff contacts specific to this objective 191

Workshop contacts specific to this objective 62

Outcomes:

With the move toward the mainstreaming concept in California, the regular classroom teacher must assume an increasing share of the responsibility for meeting the needs of EH pupils. Title VI-G has attempted to provide the opportunity for the regular teacher to develop a wide range of instructional techniques through workshops, on-site training and materials from the Title VI-G Materials Dissemination Center.

The Intervention Checklist (Evaluator's form) indicated wide use of Title VI-G-introduced materials by regular teachers.

Objective 3.6: Monitor effectiveness of instructional interventions based on student interest and achievement.

Assessment Tools

WRAT
Rated Assessment (Math-Reading)
Gilmore
Student Behavior Referral Form
Work Samples
Observation (Formal and Informal)

Interventions

Behavior analysis
Informal assessment
Academic objectives
Behavior objectives
Individualizing materials
Learning Centers
Demonstration teaching
Workshops

Staff contacts specific to this objective 180

Workshop contacts specific to this objective 55

Outcomes:

Title VI-G staff worked extensively with regular teachers in demonstrating assessment tools and techniques so that these teachers could discover individual needs of EH pupils, provide a remediation program and evaluate the results of instructional activities.

Under Objective 1.3 will be found some of the evaluation team's results which indicate the success of Title VI-G's intervention program in the regular classroom as well as in an EH room since many of the target pupils for the project were not in self-contained units.

Project Objective No. 4:

Implementation of alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

Objective 4.1: Providing general and specific staff development in relation to learning disabilities and their remediation.

Assessment Tools

WRAT

Rated Assessment (Math-Reading)

Self-concept Inventory

Markoff Informal Inventory

Slingerland

Interventions

Task analysis

Behavior analysis

Academic objectives

Professional support personnel

Individualized instructional techniques

Project staff development

Workshops

Staff contacts specific to this objective 184

Workshop contacts specific to this objective 60

Outcomes:

The Title VI-G staff involved support personnel in workshops and on-site consultation in planning and implementing programs for the children with learning disabilities and their remediation.

Objective 4.2: Allocating space, funds, materials and personnel support for the daily operation of an EH program within a building.

Interventions

Task analysis

Behavior analysis

Professional support personnel

Management of the environment

Project staff development

Workshops

Staff contacts specific to this objective 128

Workshop contacts specific to this objective 11

Outcomes:

At two target sites resource rooms were developed using EH funds for materials needed in order to individualize programs. Personnel support was obtained from support personnel on-site and regular staff on-site.

Objective 4.3: Matching the severity of student needs to the amount, frequency, duration and number of services of different people required.

Assessment Tools

Interventions

WRAT

Task analysis

Rated Assessment (Math-Reading)

Behavior analysis

Markoff Informal Inventory

Academic objectives

Slingerland

Professional support personnel

Management of environment

Individualizing materials

Project staff development

Workshops

Staff contacts specific to this objective 162

Workshop contacts specific to this objective 47

Outcomes:

Title VI-G staff was instrumental in emphasizing to support personnel staffs the necessity of evaluating the services required by a pupil according to the severity of the pupil's needs. Support personnel were encouraged to enter the classroom and use their skills within a regular classroom setting.

Objective 4.5: Obtaining educational assessment data which will result in changes in the instructional program.

Assessment Tools

WRAT

Gilmore

Rated Assessment (Math-Reading)

Markoff Informal Inventory

Slingerland

Interventions

Task analysis

Professional support personnel

Individualizing instructional techniques

Individualizing materials

Project staff development

Workshops

Staff contacts specific to this objective 185

Workshop contacts specific to this objective 32

Outcomes:

Support personnel were instructed in a wide range of assessment tools through workshops and on-site training by Title VI-G staff members. They were also trained in the translation of the results of these assessments into individualized instructional programs and instructional programs to fit the needs of groups or classrooms of pupils.

Project Objective No. 5:

Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation.

Objective 5.1: To what extent (frequency, duration and quality) was project able to provide practicum experiences with pupils, parents, school staffs in pupil assessment, instruction, and consultation?

	Paul	Sharon	Carol	Bob	Joy
Pupil	x	x	x	x	x
School Staff	x	x	x	x	x
Parents					
Assessment	x	x	x		
Instruction			x	x	x
Consultation	x	x	x	x	x
Contact time	24 wk	4 wk	6 wk	8 wk	6 wk
Title VI-G Contact Frequency	1/wk	1/wk	2/wk	1/wk	1/wk

UG G

5.11	School	Antioch/West	1	x
		U.C. Hayward	2	xx
		CSUSP	2	xx

Objective 5.2: What methodologies (types and effectiveness)

were used to establish linkages between project and teacher training institutions?

1. Contacting teacher trainers
 - a. personally (in conference setting)
 - b. by telephone
 - c. by letter
2. Project
 - a. dissemination of information about Title VI-G to teacher trainers and district personnel through workshops,

meetings and personal contact.

Refer to Target School Appendix.

3. Dissemination of information directly to university students through student visits to Title VI-G and presentations in classroom setting at teacher training institutions.

Objective 5.3: What experiences are required to assist in bridging the gap between theory and practical application?

1. Provide interns with an opportunity to observe a variety of educational settings and techniques prior to field placement;
 - a. to help interns identify areas of interest
 - b. to help interns plan course of work and coordinate it with practicum experience
2. On-site work early in intern's training program.
 - a. base this experience on problem solving in real situations
 - b. coordinate theory with practical situation.
Theory is most effectively learned and utilized when there is a need for it.
3. Increased emphasis on interns recording of their activities and relating their activities to theory through conferences with supervisors, instructors, project staff and field site personnel.

4. Increased and more frequent feedback for interns by supervisory personnel on:
 - a. interns competency in analyzing situations and defining problems
 - b. proficiency in applying teaching techniques and skills
 - c. appropriateness of materials
 - d. appropriateness of diagnostic tools
 - e. use of diagnostic information
 - f. program planning for pupils

Objective 5.4: Model for continuation of intern experience. What do teacher trainers, university students and school district personnel in the project perceive as necessary and relevant experiences in preparing them to assist students, parents and school staffs?

1. increased background in instructional techniques-wider repertoire to offer interns
2. awareness of interns expectations and goals
3. closer work with interns regarding their individual needs:
 - a. schedules - commuting time, etc.
 - b. amount and type of direction and support
 - c. clear view of role in field placement situation
 - d. clear definition of who they are accountable to and what expectations are to be met

IMPLICATIONS

The following are implications based upon completion of the objectives of the Title VI-G Project.

1. The effectiveness of project staff members to assist regular classroom teachers to meet the needs of learning disabled pupils within the classroom will better assist the teachers to accept the move toward mainstreaming in California.
2. The learning team concept of shared responsibility between teaching and support staff will provide increased opportunities to better meet individual needs.
3. Release time as provided by trained substitutes, proved to be an essential element in the project's operation. For any project to provide service, a release time component must be considered.
4. A defined pupil assessment package provided the project staff with a means of determining appropriate interventions and also provided participating teachers with an approach for measuring self-concept, behavior, and academic progress.
5. The development of Educationally Handicapped (EH) teachers' skills in planning and implementing interventions for EH pupils provided the local school with Special Education teachers as recognized resource persons to the regular teaching staff. This will be especially valuable in light of the mainstreaming concept.
6. Title VI-G work with support personnel (principals, social workers, psychologists, etc.) provided schools with additional skills service by personnel who are regularly in the schools.
7. Relocation of Title VI-G staff and Resource Center to a permanent existing centralized location provided the opportunity to combine the resources of Regular Education, Special Education, and EH in one building.
8. General Education increasingly accepted the Title VI-G Project as a resource for the General and Special Education.

GUIDELINES TO PROJECT OPERATORS

The following recommendations are made by the Title VI-G staff members to guide other project operators:

1. Initiate staff activities for planning and organization of project activities prior to the actual regular school year.
2. Staff characteristics should be consistent with objectives and needs of project activities:
 - a. familiarity with the district as well personnel with outside experience.
 - b. the educational background should be in regular and special education
 - c. staff members should be experienced teachers
3. Refinement of project forms and instruments should be established prior to the advent of project activities.
4. On-site coordination with teacher-training institutions should be initiated prior to the school year and continued throughout the school year if student-interns are a part of the project.
5. Personal contact with school staff should be made rather than depending on indirect means - telephone, notes, etc.
6. An on-going feedback and exchange system should be developed between the project and any replication districts.
7. The evaluation system should provide for on-going site staff to assist in interpretation of data.
8. State Department consultation should be continued at the site-level
9. Substitutes for teachers should be provided to enable teachers to attend workshops and classroom observations. Substitutes should be trained in Title VI-G model processes and should be maintained as a unit.
10. Workshop activities designed specifically to include the ancillary staff should be initiated early in the year to better facilitate the monitoring of effectiveness in implementation of the workshop ideas in the on-going program.

11. A team approach should be utilized to facilitate interaction and continuity within the team. Teams should be designed to match the skills of the team staff to that of the school site staff to provide the school continuity after the project staff withdraws. Regular bi-monthly staff meetings should be required.
12. Team-work by several staff members at a single site was often more productive in light of support and varied skills provided. A team approach should be utilized as much as possible. To facilitate interaction and continuity within the team, regular bi-monthly staff meetings should be required.
13. Workshops at the end of the year should be continued as they help teachers and pupils to realize a "turned on" attitude toward learning even as the year ends. Those conducted during the year were natural motivators and should also be continued.

SERVICES TO CHILDREN

The proposal for the third year continuation of the project specified that direct service to Educationally Handicapped pupils should be limited to 153 pupils.

The proposal was modified to exclude the 24 non-public school pupils so the target population of direct service pupils was adjusted to 129 pupils.

DIRECT SERVICE TO CHILDREN - 1973-1974
(Not Through Workshops)

SCHOOLS	1	2	3	3		3b
	Screened	Requiring Specialized Help	Direct Service (Screened)	Direct Service (Not Screened) EH Potential	Other	Graduating (No Longer Requiring Services)
<u>Target Schools - S.F.</u>						
Stevenson	22	28	10		18	20
Edison	21	5	9	0	90	0
Winfield Scott	300	50	24	20	280	3
Lawton	450	60	7	30	300	1
Mark Twain	120	16	3	2	30	1
Hearst	160	15	5	12	20	5
Noriega	135	15	0	10	0	2
Portola	14	14	6	0	0	0
San Miguel	20	23	18	5	0	1
McAteer	45	21	15	0	30	1
Aptos	125	50	10	6	20	2
<u>Replication Schools</u>						
Clairemont	170	95	16	23	67	3
Nicosio	45	1		1	2	1
Lincoln	15	1		1		1
Laguna	15	1		1		1
<u>Others</u>						
Bret Hart						
Argonne	25	8	0	2	18	0
University Mound	20	20	20	0	0	0
Andrew Jackson	10	10	10	0	0	0
Everett	100	60	0	0	0	0
Lafayette	18	18	6	0	0	0
Langley Porter	12	12	2			2
TOTALS	1,842	523	161	113	875	44

Workshops direct service to pupils: 611

STAFF DEVELOPMENT

1. Number of staff personnel receiving contact through in-service training this year via workshops.

Total: *2,187

A. Regular Classroom Teachers	747	}	Included also on chart
B. Central Office - Administrators	32		
C. EH Teachers	198		
D. Others:			
EMR Teachers	2		
State Staff	3		
Compensatory Ed Staff	2		
Ancillary	263		
Para Professionals	48		
Interns	16		
Parents	252		
Bilingual Teachers	25		
Title VI - Staff	229		

2. How?

Workshops via modes of demonstration, observation, lecture, discussion, participation by experimentation, audio-visual and multi-media.

3. With what frequency?

84 workshops/average of nine each month.

4. Number of para professional trained.

48 contacts

5. How?

Workshops via modes of demonstration, lectures and audi-visual.

6. Frequency.

Bi-monthly

* Persons may have attended more than one workshop.

REPLICATION ACTIVITIES

During the 1973-74 school year the Title VI-G Project proposed to replicate and evaluate all or portions of the concepts and materials in inner-city schools (Oakland) and urban and rural schools (Marin County).

Oakland Public Schools
Special Education Department
1025 Second Avenue
Oakland, California

a. Components to be used:

1. On-site aid from resource or research teachers
2. Use of outside and district consultants in reference to obtaining expertise in various areas relating to the learning disabled student.
3. Provision and interpretation to regular classroom teachers of diagnostic and prescriptive work-ups with readily usable lesson plans (Pacific Medical School interns).
4. Adaptation of resource and material making center with emphasis on teacher made materials.

b. Total number of pupils served: 64 white and 79 blacks.

Marin County Schools
201 Tamal Vista Blvd.
Corte Madera, California

a. Components to be used:

1. Development of Learning Centers - math, reading.
2. Use of formal and informal assessments to be used in programming for individual students.
3. Use of resource teacher for demonstration teaching.
4. Workshops with interchange between replication district and San Francisco Unified Title VI Project.

b. Total number of pupils served: 75 white.

HACIENDA-LA PUENTE UNIFIED SCHOOL DISTRICT
15959 East Gale Avenue
La Puente, CA 91744

This district, replicating the Title VI-G project in San Francisco, was funded under Title VI-B funds from the State Department of Education. The objectives for 1973-74, together with the activities were:

OBJECTIVES

1. Accelerate academic achievement and/or level of adaptive behavior of educationally handicapped.
2. Increase skills of EH teachers in assessment, designing educational interventions and evaluation.
3. Increase assessment skills and instructional strategies of teachers receiving students.
4. Increase substitutes and trainee's skills in environmental management techniques.
5. Increase level of parent skills in using behavioral management techniques with their children.

ACTIVITIES

1. Student assessment work-up; selection of interventions and writing of individual program.
2. Students placed in intensive service class to facilitate academic and adaptive changes.
3. Staff development activities in observation and recording, assessment, instructional strategies.
4. Field follow-up of students and teachers to assist applying observation and assessment skills.
5. Field consultation to teachers to improve instructional programs and management techniques.
6. Parent involvement in individual and group instruction to develop behavioral management skills.
7. Dissemination of procedures and outcomes both.

Total Pupils Served:	204 (57 Spanish Surname)
Personnel Trained:	130 Teachers
	3 Teacher Aides
	3 Specialists

Total Title VI-B Funds:	\$ 92,949
Total District Funds	71,129
State - Special Ed. }	
	<u>\$164,078</u>

REDLANDS UNIFIED SCHOOL DISTRICT
P. O. Box 1008
Redlands, CA 92373

This district, replicating the Title VI-G project in San Francisco, received funding for their project from the State Department of Education under Title VI-B funds. The objectives for 1973-74, together with the activities, were:

OBJECTIVES

1. For each student processed with the Diagnostic Service Center (DSC), a detailed prescription for amelioration of identified learning disabilities will be developed.
2. By the end of the 1973-74 school year, all DSC students will demonstrate (a) significant academic progress and/or (b) more appropriate adaptive behavior.
3. Training program for at least two teachers will be developed.

ACTIVITIES

1. Each student processed will spend an average of 5-8 weeks in the Center.
2. Each receiving teacher will modify the plan when necessary.
3. Staff development sessions to develop and assist in modification of plan.
4. Teacher will identify specific behaviors that need to be changed in keeping with prescription and will carry out specific instruction.
5. Teachers will establish performance criteria for determining progress toward terminal objective and use appropriate tests to assess progress.
6. Receiving teachers will record success of students in areas described as learning disabilities or maladaptive behavior in original prescription.

Total Pupils Served:	75 (15 Spanish Surname) (1 Black)
Total Personnel Trained:	49 Teachers 19 Aides
Total Title VI-B Funds:	\$40,028
Total District Funds:	6,039
State (Special Education):	<u>20,890</u>
	\$66,957

STAFF UTILIZATION CHART

POSITION	1971 - 1972	1972 - 1973	1973 - 1974
Project Director - State	Margaret Scheffelin	Margaret Scheffelin/Charles Keaster	Charles Keaster
EH Supervisor - Local	Marguerite Dugger	Marguerite Dugger	Marguerite Dugger 9/73-1/74 Audrey Rodman 4/74-6/74
Project Head - Local	Joyce Kohfeldt	Joyce Kohfeldt	Jane Anderson
Laboratory Teachers Primary Intermediate Junior High	Elaine Fische 9/71-2/72 Milton Bonsell Charles Eklof	Laboratory discontinued Laboratory discontinued Laboratory discontinued	
Laboratory Principals Primary Intermediate Junior High	Stevenson - Tennessee Kent Jose Ortega - Walter Morris Potrero Hill - Tom Sammon	All Labs Discontinued	
Elementary Resource Teachers	Carmella Cottonare 9/71-2/72 Aveline Coale 2/72-6/72	Beverly Conen Carol Lee 9/72-1/73 Amy Eggers 3/73-6/73	Marion Miller Kathleen Shimizu Amy Eggers
Junior High Resource Teachers	Douglas Reed 9/71-10/71 Sally Jorgensen 10/71-6/72	Betty Thomas Johanna Peterson Diane Onorato	Betty Thomas Victor Milhoan
Principal - Office Site for Title VI-G	Potrero Hill - Tom Sammon	Potrero Hill - Tom Sammon	Lawton - Marion Heimsoth 9/73 - 2/74 Betty McNamara, Director Teacher Learning Center 2/74 - 6/74
Secretary	Janis Lee	Edna Bowen	Edna Bowen
Evaluation Consultants	Larry Brekka	Ted Alper Tom Whalen	Ted Alper Tom Whalen Support staff: Susan Ewy Paul Gareis
State Department Consultant for Evaluation		David Usan	Alex Law Margaret Scheffelin

ADMINISTRATIVE STAFF

State level

Charles W. Keaster, Ed.D., Consultant
Bureau for Mentally Exceptional Children
Division of Special Education, California

Margaret Scheffelin, Ph.D. - Consultant in Testing and
Evaluation Unit, Division of Special Education
State Department of Education, California

Local level

Jane Anderson, Project Head
VI-G Model Delivery System
San Francisco Unified School District
September 1973 - June 1974

Marguerite Dugger, Ed.D., EH Supervisor
San Francisco Unified School District
September 1971 - January 1974

Audrey Rodman, EH Supervisor
San Francisco Unified School District
April 1974 - June 1974

Joyce Kohfeldt, Project Head
VI-G Model Delivery System
San Francisco Unified School District
1971 - 1972

Laboratory Teachers 1971 - 1972

Milton Bonsel	-	Intermediate
Charles Eklof	-	Junior High
Elaine Fische	-	Primary

Laboratory Principals

Tennessee Kent - Robert Louis Stevenson (Primary)
Walter Morris - Jose Ortega (Intermediate)
Tom Sammon - Potrero Hill (Junior High)

Resource Teachers - Elementary

Aveline Coale	2/72 - 6/72
Beverly Cohen	9/72 - 6/73
Carmella Cottonare	9/71 - 2/72
Mary Crosby	9/72 - 6/73
Amy Eggers	3/73 - 6/74
Carol Lee	9/72 - 1/73
Marion Miller	9/73 - 6/74
Kathleen Shimizu	9/73 - 6/74

Resource Teacher - Secondary

Sally Jorgensen	- Junior High	10/71 - 6/72
Victor Milhoan	- Junior and Senior High	9/73 - 6/74
Diane Onorato	- Junior High	9/72 - 6/73
Johanna Peterson	- Junior and Senior High	9/72 - 6/73
Betty Thomas	- Junior and Senior High	9/72 - 6/74

Administrators Title VI Office Sites

Marion Heimsoth, Principal, Lawton Elementary School	9/73 - 2/74
Tom Sammon, Principal, Potrero Hill Junior High School	1971-1973
Betty McNamara, Director, Teacher Learning Center	2/74 - 6/74

Secretaries

Janis Lee	1971 - 1972
Edna Bowen	1972 - 1974

Evaluation Consultants

Ted Alper, Ph.D.	1972 - 1974
Larry Brekka	1971 - 1972
Tom Whalen, Ph.D.	1972 - 1974

Evaluation Support Staff

Susan Ewy	1973 - 1974
Paul Gareis	1973 - 1974

State Department Consultants for Evaluation

Alex Law, Ph.D., Chief Office of Program Evaluation
and Research
State Department of Education

Margaret Scheffelin, Ph.D., Consultant in Office of
Testing and Evaluation, Division of Special Education
State Department of Education

David Uslan, Ph.D., Project Director,
Systematic Program Development for Educationally
Handicapped Pupils
State Department of Education

APPENDIX A

APPENDIX A

SUMMARY OF DISSEMINATION ACTIVITIES

The following charts indicate in summary form the overall dissemination activities through the three year project term.

Included are the types of activities incurred under the broad category of dissemination (materials, intervention techniques, workshops, and pupil assessment packages). These charts are arranged under the headings of:

- . Other Districts
- . Community Agencies
- . Government Agencies
- . San Francisco Unified School District

By Schools
Special Ed. Services Division
Superintendent and staff

OTHER DISTRICTS

	<u>Instructional Materials</u>	<u>Intervention Techniques</u> <u>Resource Room On-Site</u>	<u>Workshops</u>	<u>Individual</u> <u>Pupil Assessment</u> <u>Package</u>
Polk County, Florida	X	X		X
Highlands County, Florida	X	X		X
Houston, Texas	X		X	X
Foster City	X	X	X	X
Berkeley Schools	X		X	X
Pacifica Schools	X		X	X
Santa Clara County EH Department	X	X	X	X
San Mateo City & County Schools	X	X	X	X
South San Francisco Schools	X	X	X	X
Sunnyvale School District EH Department	X	X	X	X
La Puente, California	X	X	X	X
Redlands, California	X	X	X	X
Hacienda, California	X	X	X	X
Rowlands, California	X	X	X	X
Santa Barbara County	X	X	X	X
Oxnard Schools	X	X	X	X
Castro Valley	X	X	X	X
Illinois Schools	X	X	X	X
Boston, Massachusetts	X	X	X	X
Tulare County	X	X	X	X
Torrance, California	X	X	X	X

OTHER DISTRICTS
(Continued)

	<u>Instructional Materials</u>	<u>Intervention Techniques</u>		<u>Workshops</u>	<u>Individual Pupil Assessment Package</u>
		<u>Resource Room</u>	<u>On-Site</u>		
Bay Area Learning Center	X	X	X	X	X
Union School District, Marin	X	X	X	X	X
Denver, Colorado Schools	X	X		X	X
Austin, Texas	X	X		X	X
Los Angeles County	X	X	X	X	X
Sacramento, California	X	X		X	X
Cupertino, California	X	X		X	X
Duval Home for Mentally Retarded, Deland, Florida	X	X			X
Community Mental Health Center Education Department Sebring, Florida	X	X			X
Community Mental Health Center Education Department WinterHaven, Florida	X	X			X
Department of Special Education Phoenix, Arizona	X	X			X
Devereux Schools Santa Barbara	X	X			X
Fountain Valley Schools Fountain Valley, California	X	X			X
Lancaster School District Lancaster, California	X	X			X
Kern County Schools	X	X			X
Imperial County Schools	X	X			X
San Luis Obispo County	X	X			X
Ventura Unified School District	X	X			X

OTHER DISTRICTS
(Continued)

	<u>Instructional Materials</u>	<u>Intervention Techniques</u> <u>Resource Room On-Site</u>	<u>Workshops</u>	<u>Individual</u> <u>Pupil Assessment</u> <u>Package</u>
Contra Costa County Department of Education	X	X		X
Sonoma County Office of Education	X	X		X
Shasta County Schools	X	X		X
Orange Unified Schools	X	X		X
Stanislaus County Schools	X	X		X
University of New Mexico Department of Special Education	X	X		X
University of North Carolina	X	X		X
School for Contemporary Education McLean, Virginia	X	X		X
State School for Boys Toronto, Canada	X	X		X
Newton School District Newton, Massachusetts	X	X		X

COMMUNITY AGENCIES

	<u>Instructional Materials</u>	<u>Intervention Techniques</u>		<u>Workshops</u>	<u>Individual Pupil Assessment Package</u>
		<u>Resource Room</u>	<u>On-Site</u>		
San Francisco Medical Society	X			X	X
P.T.A. San Francisco 2nd District,	X	X		X	X
California Congress of Parents and Teachers	X	X		X	X
Cedars Development Center, Marin	X	X	X	X	X
San Francisco Educational Auxiliary	X	X	X	X	X
President, Parents F.A.C.L.D.	X	X			X
Mission Community Mental Health	X				X
<u>Colleges and Universities</u>					
University of California at San Francisco	X	X		X	X
Appalachian State College, North Carolina	X	X			X
Hayward State	X	X		X	X
U.C.L.A.	X	X		X	X
Leadership Training Institute, Tuscon, Arizona	X	X		X	X
University of Oklahoma	X				X
Dominican College, San Rafael, California	X	X	X	X	X
University of California, Berkeley	X	X		X	X
University of South Florida	X	X			X

COMMUNITY AGENCIES
(Continued)

	<u>Instructional Materials</u>	<u>Intervention Techniques</u>		<u>Workshops</u>	<u>Individual</u>
		<u>Resource Room</u>	<u>On-Site</u>		<u>Pupil Assessment Package</u>
<u>Colleges and Universities</u>					
Florida Southern	X	X			X
University of Miami	X	X			X
University of Florida	X	X			X
Polk Community College WinterHaven, Florida	X	X			X
Peabody College Nashville, Tennessee	X	X			X
University of Southern California Director, IMCSE	X	X			X
University of Nevada	X	X			X
California State University Chico, California	X	X			X
California State University Fresno, California	X	X			X
California State University Northridge, California	X	X			X

GOVERNMENT AGENCIES

	<u>Instructional Materials</u>	<u>Intervention Techniques</u> <u>Resource Room On-Site</u>	<u>Workshops</u>	<u>Individual Pupil Assessment Package</u>
Assemblyman, Forsythe County, No. Carolina	X	X		X
Reading Consultant, <u>Department of Defense</u>				
European Dependent School System	X	X		X
Florida State Department, Special Education Division	X	X		X
The Institute, N.I.M.H. Tampa	X	X		X
9 <u>California State Department</u> <u>Consultants</u>				
Director, Health Education	X		X	
State Department Special Education Consultants	X	X	X	X
<u>Business Organizations</u>				
Lawren Productions	X		X	
Control Data Institute	X	X	X	X

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

<u>Schools</u>	<u>Instructional Materials</u>	<u>Intervention Techniques</u>		<u>Workshops</u>	<u>Individual</u>
		<u>Resource Room</u>	<u>On-Site</u>		<u>Pupil Assessment Package</u>
1. Andrew Jackson	X	X	X	X	X
2. Argonne	X	X	X	X	X
3. Bret Harte	X	X	X	X	X
4. Douglas	X		X	X	
5. Fairmount	X		X	X	
6. Golden Gate	X	X		X	X
7. Guadalupe	X				
8. Hawthorne	X	X	X	X	
9. John McLaren	X	X		X	X
10. Jose Ortega	X		X	X	
11. Lafayette	X	X	X	X	X
12. Laguna Honda	X	X	X	X	X
13. Lakeshore			X		
14. Le Conte/Hunters Point	X	X		X	
15. Louise M. Lombard	X				
16. Miraloma	X	X		X	
17. Raphael Weill				X	
18. Second Community	X	X	X	X	
19. Sheridan	X			X	
20. Visitacion Valley	X			X	
21. Visitacion Valley Annex	X			X	
22. A.P. Giannini Junior High	X	X		X	X
23. Everett Junior High	X	X		X	X

SAN FRANCISCO UNIFIED PUBLIC SCHOOLS
(Continued)

	<u>Instructional Materials</u>	<u>Intervention Techniques</u>		<u>Workshops</u>	<u>Individual</u>
		<u>Resource Room</u>	<u>On-Site</u>		<u>Pupil Assessment Package</u>
24. James Denman Junior High	X	X		X	X
25. Luther Burbank Junior High	X	X	X	X	X
26. Herbert Hoover Junior High	X	X	X	X	X
27. Pelton Junior High	X	X	X	X	X
28. Potrero Hill Junior High	X	X		X	
29. Roosevelt Junior High		X		X	
30. Visitacion Valley Junior High	X	X		X	
31. Woodrow Wilson High	X	X			

SAN FRANCISCO SPECIAL EDUCATIONAL SERVICES DIVISION

	<u>Instructional Materials</u>	<u>Intervention Techniques</u>		<u>Workshops</u>	<u>Individual</u>
		<u>Resource Room</u>	<u>On-Site</u>		<u>Pupil Assessment Package</u>
Speech, Hearing, Visually Handicapped Program	X			X	
Educable Mentally Handicapped Program	X	X		X	X
Louise M. Lombard TMH	X	X		X	
John McLaren TMH	X	X			
Secondary Mentally Handicapped	X	X		X	X
<u>John L. Roberts Center</u>					
<u>Physically Handicapped Program</u>					
Childrens Hospital	X	X		X	X
Kaiser Hospital	X	X		X	X
San Francisco General	X	X		X	X
St. Marys Hospital	X	X		X	X
Shriners Hospital	X	X		X	X
U.C. Hospital	X	X		X	X
<u>Special Service Centers For Girls</u>					
Childrens Hospital	X	X		X	X
St. Lukes Hospital	X	X		X	X
Mt. Zion Hospital	X	X		X	X
San Francisco General	X	X		X	X
St. Elizabeths Hospital	X	X		X	X
<u>Educationally Handicapped Therapeutic Educational Center</u>	X	X		X	X
<u>Residential Center</u>					
Edgewood Children's Home	X	X		X	
Homewood Terrace	X	X		X	
Langley Porter	X	X	X	X	

SAN FRANCISCO SPECIAL EDUCATIONAL SERVICES DIVISION
(Continued)

(Continued)		Intervention Techniques			Individual
	<u>Instructional Materials</u>	<u>Resource Room</u>	<u>On-Site</u>	<u>Workshops</u>	<u>Pupil Assessment Package</u>
<u>Residential Centers & Agencies</u>					
(Cont.)					
Simpatico	X	X		X	X
U.C. Reading Center	X	X		X	
University Mound	X	X	X	X	X
St. Mary's Speech & Language Center	X	X		X	X
Diagnostic Reading Clinic	X			X	X
Supplementary Education Program	X	X		X	X

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
SUPERINTENDENT AND STAFF

	<u>Instructional Materials</u>	<u>Intervention Techniques</u>		<u>Workshops</u>	<u>Individual Pupil Assessment Package</u>
		<u>Resource Room</u>	<u>On-Site</u>		
Director, Elementary Division				X	
Zone Administrator				X	
Director, Instructional Support Services	X			X	
Supervisor, Music	X	X			
Supervisor, Inservice Education	X	X		X	
Supervisor, Senior High Division				X	
Assistant Superintendent, Special Educational Services Division	X	X		X	X
Member of Board of Education	X			X	
8 Metric Project Director	X	X		X	
Resource Development Director	X			X	
Compensatory Education	X			X	X
ESEA Bilingual	X	X			
ESEA Title VII	X	X			
S.B. 1302 Early Childhood	X			X	
San Francisco Education Auxiliary	X	X	X	X	X
Teacher Learning Center	X	X		X	

APPENDIX B

Appendix B

OVERVIEW OF TITLE VI WORKSHOP INVOLVEMENT

Listed are the three categories of workshops involving Title VI staff.

A I. DISSEMINATION WORKSHOPS

Page 68

Title VI staff disseminated materials and project goals to regular classroom teachers, EH teachers and administrative staff outside of target schools. The above personnel frequently attended workshops which were given at target schools and other sites.

A II. TARGET SCHOOL WORKSHOPS

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Regular classroom teachers, EH teachers, principals, counselors, social workers, interns and para-professionals from target schools received in-service workshops through the Title VI-G staff. This involved 12 target schools in San Francisco (K-12), and 4 schools from the replication districts (K-12).

A III. STAFF DEVELOPMENT WORKSHOPS

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Title VI-G staff participated in workshops to enhance their own professional growth and to act as a dissemination service for this information.

The following appendix includes non-commercial materials used in A I. Dissemination Workshops A II. Target School Workshops A III. Staff Development Workshops.

On the right hand corner of each item are numbers indicating the specific workshop(s) in which these materials were used. This number corresponds to the workshop number on the charts.

Published materials demonstrated in workshops are listed chronologically in the bibliography. The numbers following each item correspond to workshop numbers as found in the left hand margin of each workshop chart.

A I. DISSEMINATION WORKSHOPS

The following charts indicate the number of dissemination workshops involving the Title VI-G staff. The charts include the workshop number, the site, the presenter, the mode in which the workshop was presented, the date and time, the number of participants and the subject areas covered.

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
1.	Overview of Title VI-G Bret Harte School	A. Eggers, Title VI-G	Lecture	10/3/73 8:30 A.M.- 9:30 A.M.	VI-G Staff Bret Harte staff Ancillary staff	2 20 4 26	Overview of Title VI-G services
2.	Behavior Modification Presentation Bret Harte School	J. Anderson, Title VI-G	Lecture	10/9/73 8:30 A.M.- 9:30 A.M.	Title VI-G staff Bret Harte staff Ancillary staff	4 20 4 28	Behavior Modification Philosophy and Techniques
3.	Algebra Workshop Ulloa School	Carolyn Aho Creative Environment Center Title VI-G Participation	Lecture	10/15/73 4:00 P.M.- 6:00 P.M.	Title VI-G staff District teachers	1 25 26	Algebra
4.	Materials Center DESE Orientation El Rahncho Motel, Millbrae	DMCSE Staff Title VI-G Participation	Lecture Demonstration	10/15/73 10/16/73 8:30 A.M.- 4:00 P.M.	Title VI	1	DMCSE Overview
5.	Behavior Modification Bret Harte School	J. Anderson, Title VI-G	Lecture	10/25/73 8:30 A.M.- 12:00 noon	Title VI-G staff Bret Harte staff Ancillary staff	5 15 4 22	Behavior Modification techniques-video taping in classrooms
6.	EH Homebound Teachers Lawton School	Title VI-G	Lecture Participation	10/30/73 1:00 P.M.- 3:00 P.M.	Title VI-G staff EH teachers Ancillary staff	6 50 1 57	Tour of resource room Problem-solving

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Index
7.	Behavior Modification Techniques Bret Harte School	Jane Anderson, Title VI-G	Lecture	10/31/73 8:30 A.M.- 9:30 A.M.	VI-G Staff Bret Harte staff Ancillary staff	2 10 3 15	Behavior Modification techniques	
8.	Behavior Modification Workshop Bret Harte School	Jane Anderson, Title VI-G	Lecture	11/7/73 8:30 A.M.- 9:30 A.M.	VI-G staff Bret Harte staff Ancillary	2 10 3 15	Behavior Modification techniques	
9.	Curriculum Materials Demonstration and Workshop Sunshine School	Jane Anderson, Susan Williams Title VI-G Sponsored and participated	Demonstration Participation	11/11/73 2:30 P.M.- 3:30 P.M.	Sunshine Teaching staff VI-G Staff	15 2 17	Self-Concept game Snake Eyes game File Folder computer	
10.	Games and Game Construction for Parents Sunshine School	Amy Eggers, J. Anderson Title VI-G Staff	Lecture-Demonstration	11/13/73 7:30 P.M.- 9:30 P.M.	VI-G Staff Teachers Ancillary staff Parents	2 6 1 25 34	Games; playing and construction	
11.	Games and Game construction Sunshine School	J. Anderson and Susan Williams - Title VI-G	Lecture Demonstration	11/14/73 1:30 P.M.- 3:30 P.M.	VI-G Staff Teachers Ancillary	2 15 1 18	Games; Playing and construction	
12.	Initial Title VI Overview Argonne School	Kathleen Shimizu Title VI-G	Lecture, Film	11/14/73 2:15 P.M.- 3:30 P.M.	VI-G Staff Aides Teachers Ancillary	2 4 20 1 27	Title VI-G Overview	

	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
13.	IMCSE Conference	Staff	Lecture	11/15/73 11/16/73	VI-G Staff	1	IMCSE Materials
	St. Helena, Calif.	Title VI-G participated					
14.	Behavior Modification	Jane Anderson Title VI-G Staff	Lecture	11/26/73 3:00 P.M.- 4:30 P.M.	VI-G Staff Bret Harte staff Ancillary	2 10 1 13	Behavior Modification
	Bret Harte School						
15.	Commitment of Staff at Bret Harte	Jane Anderson- Title VI-G	Discussion	11/26/73 3:00 P.M.- 4:00 P.M.	VI-G Staff Ancillary staff	1 2 3	Continuation of Title VI-G at Bret Harte
	Bret Harte School						
16.	Behavior Modification	Susan Williams, Amy Eggers, Vic Milhoan	Video tape demonstration	12/6/73 9:00 A.M.- 12:00 noon	VI-G staff Teachers	2 2 4	Reinforcing positive behavior
	Winfield Scott School						
17.	Reading Demonstration	Jane Anderson, Betty Thomas	Demonstration	12/12/73 8:00 A.M.	VI-G Staff Bret Harte Staff	2 2 4	Reading Centers
	Bret Harte School						
18.	Planning Meeting	Special Education Division	Discussion	1/4/74 10:30 A.M.- 12:00 noon	VI-G staff Ancillary staff	1 12 13	Move to F.L.C.
	Central Office						

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
19.	Inside-Out Workshop Teacher Learning Center	Health Education Div. S.P.U.S.D.	Lecture	1/5/74 8:00 A.M.- 5:00 P.M.	VI-G Staff Teachers	2 20 24	Multimedia approach to feelings
20.	Self-Concept Workshop University Young	Betty Thomas, Title VI-G	Lecture Demonstration	1/8/74	VI-G staff Teachers	1 10 13	Self-Concept
21.	Special Education Workshop S. E. C.	Martin Dean Title VI-G participated	Demonstration	1/10/74 10:15 A.M.- 12:00 noon	VI-G Staff Central Office Administration Staff	1 25 26	Developing AV presentation for Special Education
22.	Behavior Modification Sutro School	Vic Milhoan	Buscaglia tapes	1/10/74 1:30 P.M.- 3:30 P.M.	VI-G staff Sutro School staff	1 26 27	Behavior Modification
23.	Special Education Workshop planning for curriculum committee Jose Ortega School	Special Education Division	Lecture	2/14/74 8:00 A.M.- 9:30 A.M.	VI-G staff EH Supervisor Division members	2 1 20 23	Organization of presentation for curriculum committee meeting
24.	Curriculum Committee Presentation of Special Education Services Louise Lombard	Amy Eggers	Lecture	2/21/74 7:00 A.M.- 9:00 A.M.	VI-G Staff Spec. Ed. staff	4 75 79	Special Education services to S.P.U.S.D.

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
25.	Upswing In-service P.E. Supervisor and Motor Skills P. A. Hearst School	W. Gilardi	Lecture	2/25/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Ancillary staff Volunteers	1 2 12 15	P. E. Motor Skills Survey
26.	A.C.L.D. Conference Houston, Texas	Title VI-G Staff	Lecture Demonstration	2/25/74 2/26/74 2/27, 28, 29 3/1/74	VI-G Staff Participants to Conference	4 1000 1000	Title VI-G project
27.	Smorgasbord Planning Workshop Fern Kelly's Office Central Office	Fern Kelly Title VI-G participated	Lecture	3/4/74 10:00 A.M.- 12:00 noon	VI-G Staff Spec. Ed. Staff Fern Kelly	3 3 1 7	Smorgasbord Planning Workshop
28.	Smorgasbord Workshop Teacher Learning Center	Fern Kelly Title VI-G participated	Lecture	3/27/74 9:30 A.M.- 11:30 A.M.	VI-G Staff Spec. Ed. Staff	3 10 13	Planning for Smorgasbord
29.	Materials Day Start Center	Joyce Kohfeldt Title VI-G Sponsored and participated	Demonstration Participation	3/30/74 9:00 A.M.- 12:00 noon	VI-G Staff J. Kohfeldt Oakland teachers	1 1 30 32	Individualized Instruction
30.	Smorgasbord Workshop Planning Teacher Learning Center	Fern Kelly Title VI-G participated	Lecture	4/2/74 10:30 A.M.- 12:00 noon	VI-G Staff Spec. Ed. Staff	3 10 13	Planning for Smorgasbord

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
11.	Project Upswing Reading Program S.P.U.S.D.	P. Preston	Lecture	4/15/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Volunteers Ancillary staff	2 10 2	Reading Program in S.P.U.S.D.
	P.A. Hearst School	Title VI-G participated				14	
12.	Scorgasbord Workshop Planning	Fern Kelly	Lecture	4/18/74 10:00 A.M.- 12:00 noon	VI-G Staff Spec. Ed. Staff	3 10	Planning for Scorgasbord
	Teacher Learning Center					13	
13.	Scorgasbord Workshop Planning	Fern Kelly	Lecture	4/26/74 8:00 A.M.- 10:00 A.M.	VI-G Staff Spec. Ed. Staff	3 10	Planning for Scorgasbord
	Teacher Learning Center	Title VI-G participated				13	
14.	Lit. I - Temple Univ. Project Upswing Evaluator	Dr. Rosenstein	Lecture	5/13/74 10:00 A.M.- 12:00 noon	VI-G Staff Ancillary Volunteers	2 4 12	Upswing Evaluation and Overview Nationwide
	P. A. Hearst School	Title VI-G participated				18	
15.	C.E.C. Conference	Title VI-G Staff	Lecture Demonstration	5/9/74 2:00 P.M.- 4:00 P.M.	VI-G Staff Participants	8 200	Practical suggestions for teachers working with pupils with learning disabilities
	Sheraton Palace					208	
16.	Harry Wong Classroom and faculty presenta- tion	Harry Wong	Slides and Demonstration	5/16/74 8:00 A.M.- 10:15 A.M.	VI-G Staff Laguna Honda staff Ancillary Children	2 15 3 30	Science Lesson
	Laguna Honda School	Title VI-G Sponsored and participated				50	

	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
17.	Harry Wong-Hands on Workshop	Harry Wong	Slides, Demonstration in classroom	5/16/74 8:00 A.M.-10:30 A.M.	VI-G Staff Children Aide J.Ortega Reg.staff Ancillary staff EH teachers	2 28 1 18 2 2	Hands on Workshop - Science lesson in classroom
	Jose Ortega	Title VI-G Sponsored				53	
18.	Faculty Meeting Successful Teaching	Harry Wong	Audio-Visual Lecture	5/20/74 8:00 A.M.-9:00 A.M.	VI-G Staff Reg. teachers Ancillary	2 3 1	Success in the Classroom
	Second Community School	Title VI-G Sponsored				6	
19.	Success in the Classroom	Harry Wong	Lecture Demonstration	5/28/74 3:00 P.M.-4:00 P.M.	VI-G Staff Regular teachers EH teachers Ancillary	1 12 2 1	Success in the Classroom
	Lafayette School	Title VI-G Sponsored				16	
20.	Individualized instruction in the classroom	Joyce Kohfeldt	Demonstration Participation	5/29/74 8:30 A.M.-12:00 noon	VI-G staff Children Regular teachers Ancillary	1 34 2 1	Individualized instruction in the classroom
	Second Community School	Title VI-G Sponsored & participated				38	
21.	Individualized instruction in the classroom	Joyce Kohfeldt	Demonstration Participation	5/29/74 1:00 P.M.-3:00 P.M.	VI-G Staff Children EH teachers Ancillary	2 18 1 1	Individualized instruction in the classroom
	Freemont School	Title VI-G Sponsored & participated				22	
22.	Curriculum materials for individualized instruction	Joyce Kohfeldt	Demonstration Participation	5/30/74 2:00 P.M.-3:00 P.M.	VI-G Staff EH teachers Children	1 1 6	Curriculum materials for individualized instruction
	Lafayette School	Title VI-G Sponsored and participated				8	

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
3.	Curriculum materials for individualized instruction Pearthorne School	Joyce Kohfeldt Title VI-G Sponsored and participated	Demonstration Participation	5/31/74 8:00 A.M.- 2:30 P.M.	VI-G Aide Regular teachers Ancillary Children Paraprofessionals	1 12 1 90 4 108	Curriculum materials for individualized instruction
4.	Rated Assessment and Title VI-G Math Materials Teacher Learning Center	K. Shimizu and Marilyn Waggoner	Lecture Demonstration	6/7/74 1:00 P.M.- 2:30 P.M.	VI-G Staff Comp. Ed. Staff	2 6 8	Title VI-G Math Assessment and remediation materials
5.	Cedars Workshop Cedars Development Center of Marin Co.	Susan Williams and Jane Anderson Title VI-G presented, sponsored & participated	Class demonstration, group evaluation and summary with teachers and staff	6/7/74 8:30 A.M.- 1:30 P.M.	VI-G Staff Cedars staff Ancillary Student teachers Volunteers Parents	2 8 4 4 5 4 27	The Social Learning Curriculum, Title VI Multi-dittos and materials from the Resource Room

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A II. TARGET SCHOOL WORKSHOPS

The following charts indicate the number of Target School Workshops involving the Title VI-G staff. The charts include the workshop number, the site, the presenter, the mode in which the workshop was presented, the date and time, the number of participants and the subject areas covered.

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Formal Evaluation
1.	Orientation on Reading Program Lawton School	Open Court Publishing Company Title VI-G Participation	Lecture	9/4/73 9:00 A.M.- 3:00 P.M.	VI-G Staff Lawton School Staff Ancillary Staff Interns Paraprofessionals	3 18 3 3 4 <u>31</u>	Open Court Reading System	
2.	On-Site Zone Council Meeting Lawton School	Marion Heimsoth, Principal Lawton School Title VI-G Participation	Discussion	9/24/73 8:30 A.M.- 10:00 A.M.	VI-G Staff Ancillary Staff Parents	3 3 12 <u>18</u>	Behavior Modification Techniques	
3.	Wide Range Achievement Test Procedures Lawton School	Amy Eggers, Title VI-G	Lecture	9/26/73 8:30 A.M.- 9:30 A.M.	VI-G Staff Lawton School Staff Ancillary Staff Interns Paraprofessionals	6 18 3 1 4 <u>32</u>	WRAT procedures	
4.	The Resource Room Lawton School	Title VI-G Staff	Lecture Demonstration	9/26/73 8:30 A.M.- 9:30 A.M.	VI-G Staff Lawton School Staff Ancillary Staff Interns Paraprofessionals	6 18 3 1 4 <u>32</u>	Resource Room explored	
5.	Title VI-G Overview Lawton School Open House	Vic Milhoan, Title VI-G	Lecture	10/2/73 7:30 P.M.- 9:30 P.M.	VI-G Staff Lawton School Staff Ancillary Parents	1 18 3 <u>150</u> 172	Overview of Title VI-G	
6.	Teacher Learning Center Overview Teacher Learning Center	P. Middleton, T.L.C. and Title VI-G Staff	Lecture	10/4/73 8:30 A.M.- 12 noon	VI-G Staff Aptos Jr. High School Staff	3 3 <u>6</u>	T.L.C. overview	

	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject area	Location
7.	Daniel Webster Model School Visitation	ESEA Staff	Demonstration	10/16/73 8:30 A.M.- 12:00 noon	VI-G Staff Bret Harte Staff Lawton Staff	3 4 1	Classroom visitation	
	Daniel Webster School	Title VI-G Participation				8		
8.	Everett Groovy Curriculum Day	Title VI-G Staff	Demonstration	10/18/73 8:00 A.M.- 1:00 P.M.	VI-G Staff Aptos Staff Interns Aides Pupils	6 12 6 2 20	Reading, math, and social studies learning centers	
	Everett Jr. High School					146		
9.	Title VI-G Overview Film: "If a Boy Can't Learn"	Kathy Shimizu and Betty Thomas, Title VI-G	Lecture Film	10/23/73 2:15 P.M.- 3:30 P.M.	VI-G Staff Mark Twain Staff Ancillary Staff	2 12 2	Overview of Title VI-G Film on learning disabilities	
	Mark Twain School					16		
10.	Open House for EH Teachers Shared Responsibility	Title VI-G Staff	Lecture Participation	10/24/73 3:30 P.M.- 5:00 P.M.	VI-G Staff EH Teachers Ancillary Staff	6 50 5	Shared responsibility and overview of Title VI-G and resource room	X
	Lawton School					71		
11.	Tests and Learning Assistance Inventory	Dr. Annabel Markoff	Lecture	11/12/73 1:00 P.M.- 5:00 P.M.	VI-G Staff EH Teachers Regular Teachers Ancillary Staff Interns State Staff	6 11 29 5 2 1	Testing-informal assessment modalities	X
	Lawton School	Sponsored by Title VI-G				55		
12.	Learning Modalities	Amy Eggers and Marion Miller, Title VI-G	Lecture Participation	11/14/73 1:30 P.M.- 3:30 P.M.	VI-G Staff Teachers Ancillary Staff	2 16 2	Learning modalities	X
						20		

	Workshop Title and Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Formal Evaluation
13.	Overview of Title VI-G R.L. Stevenson School	Vic Milhoan, Title VI-G	Lecture	11/14/73 1:00 P.M.- 3:00 P.M.	VI-G Staff Bilingual teachers Ancillary	1 25 5 31	Title VI-G models relevant to bilingual program	
14.	Tests and Learning Assistance Inventory Lawton School	Dr. A. Markoff Title VI-G Sponsored	Lecture	11/19/73 1:00 P.M.- 5:00 P.M.	VI-G Staff EH Teachers Regular Teachers Ancillary Interns State Staff	6 12 29 5 2 1 55	Testing- Informal Assessment Modalities	X
15.	Metric Workshop C.E.C.	Carolyn Aho Title VI-G Sponsored	Lecture Demonstration Participation	11/21/73 8:00 A.M.- 11:00 A.M.	VI-G Staff Mark Twain Staff Lawton Staff	5 5 4 14	Metric System	
16.	Materials Day Potrero Hill Jr. High	Virginia Tomlinson and Joyce Kohfeldt Title VI-G Sponsored	Lecture Demonstration Participation	12/1/73 8:15 A.M.- 3:00 P.M.	VI-G Staff Teachers Ancillary	6 50 1 57	Materials and Curriculum development	
17.	Monterey Reading Everett School	Phyllis Kaplan Title VI-G Participated	Lecture	12/5/73 3:00 P.M.- 7:00 P.M.	VI-G Staff EH Teachers	1 22 23	Monterey Reading	
18.	Monterey Reading Everett School	Phyllis Kaplan Title VI-G Participated	Lecture	12/7/73 3:00 P.M.- 7:00 P.M.	VI-G Staff EH Teachers	1 22 23	Monterey Reading	

No.	Workshop Title and Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Formal Evaluation
19.	Inside-Out Workshop	Harria Clemens	Lecture	1/4/74 6:00 P.M.- 10:00 P.M.	VI-G Staff District Teachers	2 20 22	Multi-media approach to feelings	
	T. L. C.	Title VI-G Participated						
20.	Reach for Learning	Reach for Learning Staff	Lecture	1/9/74 8:30 A.M. - 1:00 P.M.	VI-G Staff EH ESEA Coordinator Reach for Learning Staff	1 1 1 6	Case Study	
	Berkeley	Title VI-G Participated				9		
21.	Modality Training	Amy Eggers, Title VI-G Marion Miller, Title VI-G	Lecture Demonstration with Children	1/16/74 1:30 P.M.- 3:30 P.M.	VI-G Staff Hearst-Noriega Staff Ancillary	2 16 2 20	Modality Training Slingerland Test	
	P. A. Hearst School Noriega School							X
22.	Individualized Instruction	Mary Collins	Lecture Demonstration Participation	1/23/74 8:30 A.M.- 2:30 P.M.	VI-G Staff Mark Twain Staff Mark Twain Ancillary Marin Teachers	6 12 2 3 23	Individualized Instruction	
	T. L. C.	Title VI-G Sponsored and Participated						
23.	DMCSE Video Tapes on Learn- ing Centers	Jane Anderson, Title VI-G	Audio-Visual	1/23/74 2:30 P.M.- 3:30 P.M.	VI-G Staff Mark Twain Staff	6 6 12	Video Tapes	
	T. L. C.	Title VI-G Sponsored						
24.	Project Upswing Orientation	Title VI-G Staff	Lecture	1/28/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Ancillary Pupil Pers. Counselor Upswing Zone Coord. Volunteers	2 2 1 1 12 18	Upswing Orientation	
	P.A. Hearst School	Presented and Participated						

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Journal Evaluation
25.	Project Upswing Orientation P. A. Hearst School	Title VI-G Staff Presented and Participated	Lecture	1/28/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Ancillary Pupil Pers. Counselor Upswing Zone Coord. Volunteers	2 2 1 1 12 18	Upswing Orientation	
26.	Metric Workshop T.L.C.	Carolyn Aho Title VI-G Sponsored and Participated	Lecture/ Demonstration and Participation	1/29/74 9:00 A.M.- 12:00 Noon	VI-G Staff Claremont Teachers McAteer EH Teacher Teachers Ancillary Claremont EH Teacher	2 1 1 16 1 1 23	Metric Lessons	
27.	Individualized Instruction Mark Twain School	K. Shimizu, Title VI-G	Demonstration Participation	1/29/74	VI-G Staff Mark Twain Staff	2 18 20	Individualized Instruction	
28.	Project Upswing Orientation P. A. Hearst School	Title VI-G Staff Presented and Participated	Lecture	2/4/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Ancillary Pupil Pers. Couns. Upswing Zone Coord. Volunteers	2 2 1 1 12 18	Upswing Orientation	
29.	Materials Day Aptos Jr. High	Joyce Kohfeldt Title VI-G Sponsored	Demonstration	2/13/74 12:30 P.M.- 3:00 P.M.	VI-G Staff Aptos Teachers Lawton EH Teacher W. Scott EH Teacher Ancillary Everett Teachers Hoover Teachers	3 27 1 1 3 2 1 38	Individualized instruction for Secondary Students	
30.	Upswing Presentation Materials - Individualized instruction P.A. Hearst School	Amy Eggers, Title VI-G	Lecture Demonstration	2/19/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Volunteers Ancillary Staff	1 12 1 14	Materials for Individualizing	

	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Formal Evaluation
11.	Edmark Demonstration	Pam McLaren	Demonstration	2/19/74 9:00 A.M.- 10:30 A.M.	VI-G Staff San Miguel Edmark	1 1 1 3	Edmark Reading Program	
	San Miguel School	Title VI-G Sponsored						
12.	Materials Day	Joyce Kohfeldt	Demonstration Participation	3/6/74 8:30 A.M.- 3:30 P.M.	VI-G Staff P.A. Hearst Staff Ancillary Staff	2 10 1 13	Materials for individualization	
	P.A. Hearst School	Title VI-G presented and participated						
13.	Individual Programs regarding academic and behavior skills	Amy Eggers, Title VI-G	Lecture Demonstration	3/11/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Ancillary Staff Volunteers	1 1 12 14	Materials for individualization	
	P.A. Hearst School							
14.	Mary Collins Workshop	Mary Collins	Demonstration	3/12/74 8:30 A.M.- 3:30 P.M.	VI-G Staff Teachers Ancillary	1 6 1 8	Workshop/Demonstration	
	Mark Twain School	Title VI-G Sponsored						
15.	Patterning Structural Integration	Judith Aston	Observation Discussion	3/27/74 11:00 A.M.- 12:00 noon	VI-G Staff Instructors in Structural inte- gration Regular pupils	1 2 30 34	Assessment of needs and direct class- room observation	
	Lawton School	Title VI-G Sponsored						
16.	Materials Day	Joyce Kohfeldt	Demonstration Participation	4/2/74 8:30 A.M.- 3:30 P.M.	VI-G Staff Noriega Staff Volunteers for Upswing	2 12 12 26	Individualized instruc- tion for primary children	
	Noriega Home School	Title VI-G Sponsored						

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Portals
17.	Teacher Effectiveness Training R. L. Stevenson School	Rev. B. Kinnard Title VI-G Sponsored and participated	Lecture Demonstration	4/22/74 3:00 P.M.- 4:15 P.M.	VI-G Staff EH Teachers Ancillary Staff Interns	6 2 1 1 10	Teacher effectiveness	
18.	Orientation Meeting for R. Wong Workshop Multi-media Happening Potrero Hill Jr. High	Harry K. Wong Title VI-G Sponsored, presented, participated	Multi-media Lecture Demonstration	5/1/74 4:00 P.M.- 8:00 P.M.	VI-G Staff Aides EH Teachers Regular teachers Ancillary Staff Intern	8 3 8 40 35 1 95	Motivating the educationally uninvolved	
19.	Medical Society Workshop on Health Education S. F. Medical Society 156 Masonic Avenue	S. F. Medical Society Title VI-G presented and sponsored	Lecture Demonstration	5/4/74 9:30 A.M.- 3:30 P.M.	VI-G Staff Others	3 50 53	Health Education for teachers, children, doctors	
20.	Presentation of Rated Assessment and Self-concept P.A. Hearst School	Amy Eggers, Title VI-G	Lecture Demonstration	5/6/74 9:30 A.M.- 11:00 A.M.	VI-G Staff Ancillary Volunteers	1 1 10 12	Upewing In-Service	
21.	Experiencing Successful Performance Teacher Learning Center	Harry K. Wong Title VI-G Sponsored	Film Lecture Demonstration Participation	5/7/74 9:00 A.M.- 3:30 P.M.	VI-G Staff Aides EH Teachers Regular teachers Ancillary staff Intern	8 3 4 18 33 1 67	Individual styles in teaching and learning	
22.	Council for Exceptional Children Workshop Leadership Training Institute Component for Skorgasbord Sheraton Palace Hotel	Leadership Training Institute Staff Title VI-G Sponsored	Lecture	5/8/74 9:00 A.M.- 3:00 P.M.	VI-G Staff Aides EH Teachers Regular Teachers Ancillary Staff Intern	8 3 4 18 33 1 67	What's Happening in Learning Disabilities- Evaluation Design; Resource Room; Language Development; Current Trends in Diagnosis	X

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
3.	Project Upawing Reading-Rated Assessment P. A. Hearst School	Amy Eggers, Title VI-G	Lecture Demonstration	5/13/74 9:00 A.M.- 11:00 A.M.	VI-G Staff Ancillary staff Volunteers	2 1 12 15	Reading-Rated Assessment Title VI-G
4.	Harry Wong Classroom Presentation-Science Lesson Noriega Home School	Harry K. Wong Title VI-G sponsored and participated	Demonstration	5/14/74 8:30 A.M.- 12:00 noon	VI-G Staff Aides Parents Ancillary Regular teachers Pupils	4 3 3 3 6 50 71	Science Lesson
5.	Harry Wong Classroom Presentation-Science Lesson P. A. Hearst School	Harry K. Wong Title VI-G Sponsored & participated	Demonstration	5/14/74 1:00 P.M.- 3:00 P.M.	VI-G Staff Aides Parents Ancillary Regular teachers Pupils	4 3 5 3 6 50 71	Science Lesson Metric Measurement
6.	Harry Wong Faculty Workshop Aptos Jr. High	Harry K. Wong Title VI-G Sponsored	Film Demonstration	5/16/74 2:00 P.M.- 3:30 P.M.	VI-G Staff Aptos General Staff Ancillary Staff	2 15 2 19	Hands-On Workshop Teaching Styles
7.	Metric Workshop Claremont Jr. High	Marilyn Waggoner - Title VI-G	Lecture Participation Audio-Visual	5/16/74 2:00 P.M.- 3:30 P.M.	VI-G Staff Regular teachers EH Teachers Ancillary staff	2 23 1 1 27	Metric Measurement
8.	W.R.A.T. Orientation Lawton School	Kathleen Shimizu, Title VI-G	Lecture	5/17/74 1:30 P.M.- 2:30 P.M.	VI-G Staff Aides Ancillary staff EH-VN teachers	2 4 1 2 9	W.R.A.T. Test Administration Methods

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Location
49.	Curriculum Resource Day Teacher Learning Center	Joyce Kohfeldt Title VI- G Sponsored, presented & participated	Lecture Demonstration Participation	5/28/74 9:00 A.M.- 3:00 P.M.	VI-G Staff Aides EH Teachers Regular teachers Ancillary staff	5 3 6 20 4 38	Curriculum materials for individualized instruction	
50.	Patterning Structural Integration Noriega Home School	Judith Aston Title VI-G Presented	Observation Discussion	5/29/74 9:00 A.M.- 10:30 A.M.	VI-G Staff Instructor in Structural integration Regular teachers Ancillary Staff Pupils	1 1 1 1 25 29	Assessment of needs and direct classroom observation	
51.	Patterning Structural Integration Aptos Jr. High	Judith Aston Title VI-G presented	Observation Discussion	5/29/74 11:00 A.M.- 11:45 A.M.- 1:30 P.M.- 2:15 P.M.	VI-G Staff EH Teachers Instructors in Structural integration Regular teachers Pupils	2 2 1 1 30 36	Assessment of needs and direct classroom observation	
52.	Science Teaching Demonstration in the classroom Mark Twain School	Harry K. Wong Title VI-G Sponsored	Demonstration and observation in the classroom	5/30/74 8:30 A.M.- 1:00 P.M.	VI-G Staff Regular teachers Ancillary Staff Aides Pupils	4 12 2 2 30 50	Science lesson on drug abuse	
53.	Science Teaching Demonstration in the classroom Lawton School	Harry K. Wong	Demonstration and observation in the classroom	5/30/74 1:30 P.M.- 3:30 P.M.	VI-G Staff Regular teachers EH teachers Pupils	2 4 1 60 67	Science lesson in a classroom and observation	
54.	Hands-On Workshop Success in Classroom Teacher Learning Center	Harry K. Wong Title VI-G Sponsored & participated	Slides Lecture Participation	5/30/74 4:00 P.M.- 9:00 P.M.	VI-G Staff Regular teachers EH teachers Ancillary staff Aides	9 5 2 8 3 27	Hands-on Workshop	

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Format
55.	Individualized instruction in the classroom San Miguel School	Joyce Kohfeldt Title VI-G sponsored and participated	Demonstration Participation	5/30/74 8:00 A.M.-12:00 noon	VI-G Staff Aides Regular teachers EH teachers Ancillary staff Pupils	1 4 10 1 2 70 83	Curriculum materials for individualized instruction	
56.	Curriculum materials for individualized instruction P. A. Hearst School	Joyce Kohfeldt Title VI-G sponsored and participated	Demonstration Participation	5/31/74 1:45 P.M.-2:30 P.M.	Regular teacher Aide Pupils	1 1 25 27	Curriculum materials for individualized instruction	

A II - TARGET SCHOOL WORKSHOP BIBLIOGRAPHY

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Palo Alto, California
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655 S. Orcas Street
Seattle, Washington 98108

A III. STAFF DEVELOPMENT WORKSHOP

The following charts indicate the number of Staff Development workshops involving the Title VI-G staff. The charts include the workshop number, the site, the presenter, the mode in which the workshop was presented, the date and time, the number of participants and the subject areas covered.

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Unit/Year
1.	Precision Teaching Everett Jr. High	Phyllis Kaplan Title VI-G participated	Lecture	9/18/73	VI-G Staff EH teachers	4 40 44	Overview successful teaching experiences	
2.	Behavior Modification Workshop Lawton School	Jane Anderson	Lecture Demonstration	9/28/73 9:00 A.M.- 10:00 A.M.	VI-G Staff	5	Behavior Modification Philosophy and Techniques	
3.	Precision Math Everett Jr. High	Phyllis Kaplan Title VI-G participated	Lecture	10/10/73 7:30 P.M.- 9:00 P.M.	VI-G Staff EH Teachers	4 40 44	Precision teaching methods	
4.	Photo and Sound Equipment Demonstration Photo and Sound	V. Tomlinson Title VI-G participated	Lecture Demonstration	10/19/73 2:00 P.M.- 4:00 P.M.	VI-G Staff	4	Demonstration of Language Master	
5.	Materials Workshop and Overview of Learning Center Dominican College	Kary Crosby Title VI-G participated	Lecture Participation	10/25/73 3:30 P.M.- 5:00 P.M.	VI-G Staff	5	Learning Centers and Construction of Materials	
6.	Integration Workshop Lawton School	Ma. Feigenbaum Title VI-G participated	Lecture	10/19/73 8:00 A.M.- 9:30 A.M.	VI-G Staff Lawton staff Ancillary	1 18 2 21	Teacher review on integration	

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
7.	Good Teaching Practices	CANMC	Lecture	10/27/73 7:45 A.M.- 4:00 P.M.	VI-G Staff Other	4 1000 1004	Good Teaching Practices
	Richmond	Title VI-G participated					
8.	Video Tape Operation	Bob Perina	Demonstration	11/2/73 1:00 P.M.- 3:00 P.M.	VI-G Staff Intern	4 1 5	How to Operate Video Tape
	Central Office						
9.	Precision Teaching, Behavior Modification	Phyllis Kaplan	Lecture	11/7/73 3:30 P.M.- 5:00 P.M.	VI-G Staff EH teachers	1 20 31	Precision Teaching and Behavior Modification
	Emery Jr. High	Title VI-G participated					
10.	Fresno Reading Conference	California Reading Association	Lecture	11/8,9,10, 1973 9:00 A.M.- 4:00 P.M.	VI-G Staff Other	1 1000 1001	Reading
	Fresno	Title VI-G participated					
11.	Visitation Paul Revere Multi-media Center	Marie Mathios, multi- media director	Lecture, tour	11/13/73 4:00 P.M.- 6:00 P.M.	VI-G Staff Teachers	3 20 33	Multimedia Center
	Paul Revere School	Title VI-G participated					
12.	Marie's Educational Supplies Co.	Marie	Lecture Demonstration	11/20/73 2:00 P.M.- 4:00 P.M.	VI-G Staff	6	Marie's materials
	Lawton School	Title VI-G participated					

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area
3.	Buscaglia Tapes	C. D. I.	Videotape	11/30/73 1:30 P.M.- 4:00 P.M.	VI-G Staff	3	Humanizing Education
	Computer Data Institute	Title VI-G participated					
4.	Orientation Pacific Medical	Pacific Medical Center Staff	Lecture Observation Demonstration	12/5/73 9:00-12:00 1:00-2:30 12/12/73 same time	VI-G Staff VI-G Staff	5 5	Standard test Remediation Non-standardized testing
	Pacific Medical Center	Title VI-G participated					
5.	Slingerland Workshop	Carol Murray	Lecture Demonstration	11/8/74 3:30 P.M.- 5:00 P.M.	VI-G Staff Teachers Pupils	2 100 5 107	Reading and Language
	Visitation Valley	Title VI-G participated					
6.	Monterey Reading	Phyllis Kaplan	Lecture	1/10/74 4:00 P.M.- 5:00 P.M.	VI-G Staff EH teachers	1 22 23	Reading
	Everett Jr. High	Title VI-G participated					
7.	Kindergarten Workshop	Reading Office	Participation	1/10/74 3:30 P.M.- 5:00 P.M.	VI-G Staff K. teachers Ancillary	1 20 5 26	Early Childhood curriculum and materials
	Emerson School	Title VI-G participated					
8.	Kindergarten Workshop	Reading Office	Participation	1/16/74 3:30 P.M.- 5:00 P.M.	VI-G Staff K. teachers Ancillary	1 20 5 26	Early Childhood curriculum and materials
	Emerson School	Title VI-G participated					

	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Notes
19.	Kindergarten Workshop	Reading Office	Participation	2/7/74 3:30 P.M.- 5:00 P.M.	VI-G Staff K. teachers Ancillary	1 20 5 26	Early Childhood Curriculum and materials	
	Ererson School	Title VI-G participated						
20.	In-Service for District	Fern Kelly	Lecture	3/27/74	VI-G Staff P. Kelly	8 1 9	In-Service Dept. for S.F.U.S.D.	
	Teacher Learning Center	Title VI-G Sponsored and participated						
21.	D.L.M. Materials Demonstration	M. Tarnapol	Lecture Demonstration	3/22/74 10:00 A.M.- 12:00 noon	VI-G Staff Ancillary Staff	8 1 9	D.L.M. Materials	
	Teacher Learning Center	Title VI-G Sponsored						
22.	Using Animals as Tools in the Classroom	Dr. Gerald Lamb	Lecture Demonstration Participation	4/19/74 9:00 A.M.- 4:00 P.M. 4/20/74 9:00 A.M.- 4:00 P.M.	VI-G Staff Teachers Ancillary	2 60 1 65	Animals in the Classroom	
	Teacher Learning Center	Title VI-G participated						
23.	C.E.C. Conference	Council for Exceptional Children	Lecture Demonstration	5/10/74 9:00 A.M.- 4:00 P.M.	VI-G Staff	3	Master Plan Evaluation of Title VI-G	
	Sheraton Palace							
24.	Select-Ed Reading and Math BESI Assessment Selection of materials	Spec. Ed. P.M.R.S.	Demonstration	6/4/74 10:30 A.M.- 12:00 noon	VI-G Staff Ancillary staff Aides	6 20 3 29	Diagnostic Prescriptive Teaching Assessment and materials selection	
	Teacher Learning Center	Title VI-G Sponsored						

No.	Workshop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	Local Location
5.	Social Learning Curriculum	Joyce Warshaw	Lecture Demonstration	6/11/74	Regular teachers	1	Social Skills	
					Marin Co. teachers	1		
					EM teachers	8		
				3:00 P.M.-	VI-G Staff	8		
				5:00 P.M.	Aides	4		
	Teacher Learning Center	Title VI-G Sponsored			Ancillary	6		
						28		

A III - STAFF DEVELOPMENT WORKSHOP BIBLIOGRAPHY

Published Materials

- | | |
|--|----------|
| Marie's Educational Supplies
193 - 195 So. Murphy Avenue
Sunnyvale, California 94086 | III - 12 |
| Developmental Learning Materials
7440 Natchez Avenue
Niles, Illinois 60648 | III - 21 |
| Select-Ed., Inc.
8363 Qyivina Road
Lenexa, Kansas 66214 | III - 24 |
| Social Learning Curriculum
by Herbert Goldstein
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216 | III - 25 |

APPENDIX C

Appendix C

TITLE VI-G WORKSHOPS IN TARGET AREAS

The chart of total workshops shows the total number of staff contacts through workshops to fulfill the broad objectives of the projects in areas 1.0; 2.0; 3.0; 4.0; 5.0. These workshops were presented during the school year September 1973 through June 1974 and were directed toward staff improvement in Title VI-G target schools in San Francisco and the two replication districts, Oakland and Marin County.

Each unit represents a Title VI staff member, or additional resource person hired for workshops in their specific area of expertise. The charts following the master chart represent the number of workshops meeting specific objectives 1.1; 2.1; 3.3 etc., held in grade levels K through 12 and the replication districts from September 1973 through June 1974.

The large number of workshops are shown because many of the workshops met more than one objective, therefore the workshop was listed whenever appropriate.

In meeting objectives 2.0 and 3.0 there was a high ratio of workshops held for E.H., L.D.G. personnel. There are 123 E.H, L.D.G. teachers within the 3,000 certificated positions in the San Francisco Unified School District and there was also a high ratio of regular teachers receiving in-service training through Title VI-G workshops.

TITLE VI-G CHART OF TOTAL WORKSHOPS

Chart of total monthly workshops held from September 1973 to June 1974 fulfilling project objectives in target schools.

	S	O	N	D	J	F	M	A	M	J	
OBJECTIVE 1.0	4	16	28	19	20	12	7	8	94	5	213
OBJECTIVE 2.0	7	28	44	18	10	4	0	1	20	5	137
OBJECTIVE 3.0	11	22	56	6	28	9	6	3	102	0	244
OBJECTIVE 4.0	10	43	35	2	9	12	9	3	57	11	191
OBJECTIVE 5.0	0	4	8	0	0	0	0	0	1	2	15
	32	114	170	45	68	37	22	15	274	23	800

100

144

145

WORKSHOPS IN TARGET AREAS

1.0 Enhancement of behavior, self-concept and academic areas for pupils with learning and/or behavior disabilities.

	S	O	N	D	J	F	M	A	M	J	
1.1	0	0	1	1	2	4	0	3	9	0	20
1.2	0	0	1	1	2	4	3	4	17	0	32
1.3	0	0	10	2	4	4	3	1	22	2	48
	0	0	12	4	8	12	6	8	48	2	100

K-3

101

	S	O	N	D	J	F	M	A	M	J	
1.1	1	3	1	2	2	0	0	0	5	0	14
1.2	1	4	1	2	2	0	0	0	10	0	20
1.3	2	4	10	3	4	0	1	0	12	0	36
	4	11	12	7	8	0	1	0	27	0	70

4-6

146

Symbols

K-3 = Kindergarten - 3rd grade

4-6 = 4th grade - 6th grade

7-12 = 7th grade - 12th grade

Repl. = Replication of Workshops

147

WORKSHOPS IN TARGET AREAS

1.0 Enhancement of behavior, self-concept and academic areas for pupils with learning and/or behavior disabilities.

7-12

	S	O	N	D	J	F	M	A	M	J	
1.1	0	2	1	2	0	0	0	0	3	0	8
1.2	0	1	1	2	0	0	0	0	4	0	8
1.3	0	2	2	4	0	0	0	0	5	0	13
	0	5	4	8	0	0	0	0	12	0	29

102

148

Repl.

	S	O	N	D	J	F	M	A	M	J	
1.1	0	0	0	0	1	0	0	0	1	1	3
1.2	0	0	0	0	1	0	0	0	2	1	4
1.3	0	0	0	0	2	0	0	0	4	1	7
					4	0	0	0	7	3	14

149

WORKSHOPS IN TARGET AREAS

2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils and in assisting other on-site staff in sharing the instructional activities.

K-3

	S	O	N	D	J	F	M	A	M	J	
2.1	0	0	6	1	0	0	0	0	1	0	8
2.2	0	0	7	2	2	1	0	0	3	0	15
2.3	0	4	7	1	0	0	0	0	3	0	15
2.4	0	4	7	1	2	0	0	1	3	0	18
	0	8	27	5	4	1	0	1	10	0	56

4-6

	S	O	N	D	J	F	M	A	M	J	
2.1	2	0	3	1	1	0	0	0	0	0	7
2.2	3	2	4	1	0	0	0	0	2	0	12
2.3	1	5	4	1	0	0	0	0	1	0	12
2.4	1	4	4	1	0	2	0	0	1	0	13
	7	11	15	4	1	2	0	0	4	0	44

WORKSHOPS IN TARGET AREAS

2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils and in assisting other on-site staff in sharing the instructional activities.

	S	O	N	D	J	F	M	A	M	J	
2.1	0	0	0	2	0	0	0	0	1	0	3
2.2	0	1	1	3	1	0	0	0	1	0	7
2.3	0	4	1	2	0	0	0	0	1	0	8
2.4	0	4	0	2	2	1	0	0	1	0	10
	0	9	2	9	3	1	0	0	4	0	28

7-12

	S	O	N	D	J	F	M	A	M	J	
2.1	0	0	0	0	0	0	0	0	0	1	1
2.2	0	0	0	0	2	0	0	0	1	2	5
2.3	0	0	0	0	0	0	0	0	0	1	1
2.4	0	0	0	0	1	0	0	0	1	1	3
					3	0	0	0	2	5	10

Replication

WORKSHOPS IN TARGET AREAS

3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

K-3

	S	O	N	D	J	F	M	A	M	J	
3.1	0	0	5	0	2	0	0	0	2	0	9
3.2	0	0	4	0	2	0	0	0	1	0	7
3.3	0	0	5	0	2	0	0	0	3	0	11
3.4	0	0	2	0	0	0	1	1	11	0	15
3.5	0	0	4	0	0	0	1	1	11	0	17
3.6	0	0	4	0	0	0	1	1	10	0	16
	0	0	24	0	6	0	3	3	38	0	74

4-6

	S	O	N	D	J	F	M	A	M	J	
3.1	2	2	4	0	1	0	0	0	2	0	11
3.2	2	1	4	0	1	0	0	0	2	0	10
3.3	1	3	4	0	2	0	0	0	1	0	11
3.4	2	2	2	2	3	2	1	0	9	0	23
3.5	2	3	6	1	3	2	1	0	9	0	27
3.6	2	4	4	0	2	2	1	0	9	0	24
	11	15	24	3	12	6	3	0	32	0	106

WORKSHOPS IN TARGET AREAS

3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

	S	O	N	D	J	F	M	A	M	J	
3.1	C	O	C	C	1	0	0	0	1	0	2
3.2	C	C	O	C	0	0	0	0	1	0	1
3.3	C	C	C	C	1	0	0	0	1	0	2
3.4	C	C	C	C	0	C	C	C	4	0	4
3.5	C	C	C	C	3	0	0	C	4	0	7
3.6	C	C	C	C	1	C	C	C	4	0	5
	C	C	C	C	6	0	0	C	14	0	20

	S	O	N	D	J	F	M	A	M	J	
3.1	C	O	1	C	0	C	C	C	1	0	2
3.2	C	C	1	0	0	C	C	C	1	0	2
3.3	C	2	1	0	0	C	C	C	1	0	4
3.4	C	2	1	1	3	1	C	C	5	0	13
3.5	C	2	1	1	1	1	0	C	5	0	11
3.6	C	2	1	1	0	1	0	0	5	0	10
	C	8	6	3	4	3	C	C	18	0	42

WORKSHOPS IN TARGET AREAS

4.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

K-3

	S	O	N	D	J	F	M	A	M	J	
4.1	0	0	5	2	2	4	3	1	15	2	34
4.2	0	0	2	0	0	0	0	0	1	0	3
4.3	0	3	4	0	2	4	3	1	8	0	25
4.4	0	3	2	0	2	4	3	1	9	2	26
4.5	0	3	5	0	0	0	0	0	4	2	14
.	0	9	18	2	6	12	9	3	37	6	102

4-6

	S	O	N	D	J	F	M	A	M	J	
4.1	1	3	6	0	2	0	0	0	6	0	18
4.2	2	2	2	0	0	0	0	0	0	0	6
4.3	2	8	4	0	0	0	0	0	0	0	14
4.4	3	7	2	0	0	0	0	0	0	0	12
4.5	2	6	4	0	0	0	0	0	1	0	13
.	10	26	18	0	2	0	0	0	7	0	63

WORKSHOPS IN TARGET AREAS

4.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

7-12

	S	O	N	D	J	F	M	A	M	J	
4.1	0	0	0	0	0	0	0	0	2	0	2
4.2	0	0	0	0	0	0	0	0	0	0	0
4.3	0	3	0	0	0	0	0	0	2	0	5
4.4	0	2	0	0	0	0	0	0	1	0	3
4.5	0	3	0	0	0	0	0	0	1	0	4
.	0	8	0	0	0	0	0	0	6	0	14

	S	O	N	D	J	F	M	A	M	J	
4.1	0	0	0	0	1	0	0	0	3	2	6
4.2	0	0	0	0	0	0	0	0	0	2	2
4.3	0	0	0	0	0	0	0	0	2	1	3
4.4	0	0	0	0	0	0	0	0	1	0	1
4.5	0	0	0	0	0	0	0	0	1	0	1

Kapf

WORKSHOPS IN TARGET AREAS

5.0 Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experiences with students, parents and school staffs in pupil assessment, instruction and consultation.

K-3

	S	O	N	D	J	F	M	A	M	J
5.1	C	C	O	O	O	O	O	O	O	O
5.2	C	C	O	O	O	O	O	O	O	O
5.3	C	O	O	O	O	O	O	O	O	O
5.4	C	C	O	O	O	O	O	O	O	O

U-6

	S	O	N	D	J	F	M	A	M	J
5.1	C	1	4	O	O	O	O	O	C	O
5.2	C	O	O	O	O	O	O	O	O	O
5.3	C	1	4	O	O	O	O	O	O	O
5.4	C	O	O	O	O	O	O	O	O	O
		2	8	O	O	O	O	O	O	10

WORKSHOPS IN TARGET AREAS

- 5.0 Working with teacher training institutions to provide opportunities for teacher (pre-service and in-service) to have monitored practicum experiences with students, parents and school staffs in pupil assessment, instruction and consultation.

7-12

	S	O	N	D	J	F	M	A	M	J	
5.1	0	1	0	0	0	0	0	0	0	0	1
5.2	0	0	0	0	0	0	0	0	0	0	0
5.3	0	1	0	0	0	0	0	0	0	0	1
5.4	0	0	0	0	0	0	0	0	0	0	0
	0	2	0	0	0	0	0	0	0	0	2

	S	O	N	D	J	F	M	A	M	J	
5.1	0	0	0	0	0	0	0	0	0	1	1
5.2	0	0	0	0	0	0	0	0	0	0	0
5.3	0	0	0	0	0	0	0	0	1	1	2
5.4	0	0	0	0	0	0	0	0	0	0	0
									1	2	3

Repl

APPENDIX D

Appendix D

TITLE VI-G STAFF CONTACTS - OTHER THAN WORKSHOPS

The master chart indicates the total number of staff contacts made in the target schools other than workshops. It indicates how many staff contacts were made in servicing students, classroom teachers and ancillary and administrative staff. Each unit of one represents a Title VI-G staff member involved in on-site intervention, planning, and implementation within the general objectives 1.0; 2.0; 3.0; 4.0; and 5.0.

The charts following the master chart indicate the units of Title VI-G staff time spent in on-site service within the specific objectives 1.1; 1.2; 2.1 etc., in grades K through 12 and the replication districts from September 1973 through June 1974.

Here again in reference to the number of EH, LDG staff numbering 123 out of 3,000 certificated personnel in the San Francisco Unified School District, it is evident that objectives 2.0 and 3.0 received a proportionately high ratio of contacts from a basic staff of six resource teachers.

TOTALS OF STAFF CONTACTS WITH TARGET AREAS OTHER THAN WORKSHOPS-September 1973 - June 1974

	S	O	N	D	J	F	M	A	M	J		
OBJECTIVE 1.0	7	97	155	97	109	166	136	130	132	60	1083	32%
OBJECTIVE 2.0	4	27	47	25	57	83	115	88	60	12	518	16%
OBJECTIVE 3.0	0	129	143	64	94	127	104	137	137	29	964	27%
OBJECTIVE 4.0	11	110	131	60	97	107	72	125	92	65	870	21%
OBJECTIVE 5.0	0	5	10	0	8	10	16	9	1	0	59	2%
Sub Total for months	22	368	486	246	365	443	489	422	422	166	3494	

STAFF CONTACTS IN SPECIFIC ACTIVITIES

1.0 Enhancement of behavior, self-concept, and academic areas for pupils with learning and/or behavior disabilities.

K-3

	S	O	N	D	J	F	M	A	M	J	
1.1	0	9	14	10	13	30	25	9	8	10	126
1.2	0	14	19	10	16	28	25	9	9	12	142
1.3	0	14	21	10	17	25	25	9	9	✓ 138	
	0	37	54	30	46	83	73	27	26	30	406

4-6

	S	O	N	D	J	F	M	A	M	J	
1.1	4	12	19	19	12	12	4	9	10	3	104
1.2	1	15	24	25	15	16	7	9	12	1	120
1.3	5	20	37	21	20	13	11	17	29	1	171
	7	47	80	60	47	41	22	35	51	5	395

K-3 = K-3 - 3rd year
 4-6 = 4th - 6th year
 7-12 = 7th - 12th grade
 Rep. = Repetitive
 dist.

STAFF CONTACTS IN SPECIFIC ACTIVITIES

1.0 Enhancement of behavior, self-concept, and academic areas for pupils with learning and/or behavior disabilities.

7-12

	S	O	N	D	J	F	M	A	M	J	
1.1	0	5	7	4	4	4	3	11	9	3	50
1.2	0	4	7	0	2	4	8	20	13	3	63
1.3	0	4	7	3	4	8	9	22	13	4	74
	0	13	21	7	10	18	20	53	35	10	187

Rep

	S	O	N	D	J	F	M	A	M	J	
1.1	0	0	0	0	2	6	8	5	8	4	33
1.2	0	0	0	0	2	6	4	5	5	6	28
1.3	0	0	0	0	2	6	9	5	7	5	34
					6	18	21	15	20	15	95

STAFF CONTACTS IN SPECIFIC ACTIVITIES

2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils and in assisting other on-site staff in sharing the instructional activities.

C

K-3

	S	O	N	D	J	F	M	A	M	J	
2.1	0	7	6	4	11	16	28	9	6	4	87
2.2	1	10	9	4	14	15	25	12	3	0	93
2.3	0	3	1	3	7	12	21	11	1	0	59
2.4	1	3	0	2	6	9	17	10	1	0	49
	2	23	16	13	38	51	88	42	11	4	288

4-6

	S	O	N	D	J	F	M	A	M	J	
2.1	0	0	4	2	1	3	3	5	3	1	22
2.2	0	0	8	2	5	2	2	1	2	1	23
2.3	2	0	8	2	4	2	3	2	9	1	33
2.4	0	0	8	2	4	1	3	2	9	1	30
	2	0	28	8	14	8	11	11	23	4	108

STAFF CONTACTS IN SPECIFIC ACTIVITIES

2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils and in assisting other on-site staff in sharing the instructional activities.

7-12

	S	O	N	D	J	F	M	A	M	J	
2.1	0	1	2	1	0	1	4	4	5	0	18
2.2	0	2	0	1	1	7	5	15	9	1	41
2.3	0	1	1	1	1	4	0	5	2	0	15
2.4	0	0	0	1	0	0	2	2	3	0	8
	0	4	3	4	2	12	11	26	19	1	82

Rep

	S	O	N	D	J	F	M	A	M	J	
2.1	0	0	0	0	0	0	0	3	3	0	6
2.2	0	0	0	0	2	3	5	3	3	0	16
2.3	0	0	0	0	0	3	0	3	0	2	8
2.4	0				1			1	1	1	4
	0	0	0	0	3	6	5	10	7	3	34

STAFF CONTACTS IN SPECIFIC ACTIVITIES

3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

	S	O	N	D	J	F	M	A	M	J	
3.1		9	9	3	9	7	1		2		40
3.2		8	9	3	9	7	1		2		39
3.3	0	6	8	3	4	5	3	3			32
3.4		9	4	4	5	9	3	5	5	3	47
3.5		6	6	4	5	8		1	4		34
3.6		7	2	3	4	6	3	3	1	1	30

K-3

0	45	38	20	36	42	11	12	14	4	222
S	O	N	D	J	F	M	A	M	J	

3.1		14	8	2	7	6	11	11	7		66
3.2	0	12	5	2	4	3	8	8	12	0	54
3.3	0	12	11	1	5	1	8	8	2	0	48
3.4	0	12	12	4	6	1	1	7	0	0	50
3.5	0	15	12	5	13	5	9	19	13	0	91
3.6	0	11	8	2	8	13	9	17	23	0	91
		71	53	16	42	29	41	70	57		410

4-6

STAFF CONTACTS IN SPECIFIC ACTIVITIES

3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

7-12

	S	O	N	D	J	F	M	A	M	J	
3.1	0	2	1	2	2	3	2	2	3	0	17
3.2	0	0	3	3	0	2	0	0	0	0	8
3.3	0	0	0	2	0	2	2	3	2	0	11
3.4	0	2	6	2	2	4	1	7	4	0	28
3.5	0	2	7	2	3	5	4	9	2	0	34
3.6	0	2	6	2	1	1	2	3	3	0	20
		8	23	13	8	17	11	24	14	0	118

Rep

	S	O	N	D	J	F	M	A	M	J	
3.1	0	0	4	3	3	5	9	3	7	4	38
3.2	0	0	3	3	1	5	2	4	10	4	34
3.3	0	0	3	1	0	5	3	6	8	5	39
3.4	0	0	3	3	2	8	7	6	9	4	42
3.5	0	0	3	3	0	8	8	6	10	4	32
3.6	0	0	3	2	1	8	7	6	8	4	37
	0	0	19	15	7	39	36	31	52	25	194

STAFF CONTACTS IN SPECIFIC ACTIVITIES

2.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

K-3

	S	O	N	D	J	F	M	A	M	J	
4.1	2	16	16	13	17	15	8	21	11	7	126
4.2	1	5	5	5	14	12	8	17	11	7	85
4.3	3	9	12	5	11	8	4	11	7	9	79
4.4	1	16	17	13	17	14	8	21	10	7	124
4.5		16	16	9	15	13	8	19	10	7	113
	7	62	66	45	74	62	36	89	49	37	527

4-6

	S	O	N	D	J	F	M	A	M	J	
4.1		7	3	3	4	1		2	2	1	23
4.2	1	5	3				1	1	1		12
4.3	2	8	18	1	5	3	3	4	4	1	49
4.4		11	18	2	3	3	3	4	4	3	51
4.5		11	6	2	4	3	3	3	5	1	38
	2	41	47	2	11	10	10	14	11	6	173

STAFF CONTACTS IN SPECIFIC ACTIVITIES

2.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

7-12

	S	O	N	D	J	F	M	A	M	J	
4.1			1	2	1	2	2	2			10
4.2			1	1	1	2	3	1			9
4.3	1		4	1	2	3	1			1	13
4.4		2	2	2		1	1	1			9
4.5		2			1	2		2	1	1	9
	1	4	8	6	5	10	7	6	1	2	50

Rep

	S	O	N	D	J	F	M	A	M	J	
4.1	0	1	3	0	1	3	4	4	5	4	25
4.2	0	1	0	0	0	3	3	2	5	4	22
4.3	0	0	0	0	0	3	4	4	6	4	21
4.4	0	0	3	0	1	3	3	2	5	4	21
4.5	0	0	3	1	0	3	5	4	5	4	25
	0	2	9	1	2	15	19	16	26	20	110

STAFF CONTACTS IN SPECIFIC ACTIVITIES

5.0 Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experience with students, parents and school staffs in pupil assessment, instruction and consultation.

K-3

	S	O	N	D	J	F	M	A	M	J	
5.1	0	0	0	0	0	1	1	1	1	0	4
5.2	0	0	0	0	0	0	0	0	0	0	0
5.3	0	0	0	0	0	0	0	0	0	0	0
5.4	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	1	1	1	1	0	4

4-6

	S	O	N	D	J	F	M	A	M	J	
5.1	0	3	5	0	1	1	0	1	0	0	11
5.2	0	0	0	0	0	0	0	0	0	0	0
5.3	0	2	5	0	1	1	0	1	0	0	10
5.4	0	0	0	0	0	0	0	0	0	0	0
	0	5	10	0	2	2	0	2	0	0	21

STAFF CONTACTS IN SPECIFIC ACTIVITIES

5.0 Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experience with students, parents, and school staffs in pupil assessment, instruction and consultation.

7-12

	S	O	N	D	J	F	M	A	M	J	
5.1	0	0	0	0	0	0	0	0	0	0	0
5.2	0	0	0	0	0	0	0	0	0	0	0
5.3	0	0	0	0	0	0	0	0	0	0	0
5.4	0	0	0	0	0	0	0	0	0	0	0
										0	0

Rep.

	S	O	N	D	J	F	M	A	M	J	
5.1	0	0	0	0	2	2	5	2	0	0	11
5.2	0	0	0	0	0	0	0	0	0	0	0
5.3	0	0	0	0	2	3	5	2	0	0	12
5.4	0	0	0	0	2	2	5	2	0	0	11
	0	0	0	0	6	7	15	6	0	0	34

* TIME ANALYSIS - September 1971 through June 1974

The time analysis expresses the units of Title VI-G staff time spent in each area:

1. Planning time for workshops
2. Man hours in setting up and maintenance of the EN Resource room
3. Administrative time spent in division, state, district and other administrative level meetings.

	S	O	N	D	J	F	M	A	M	J
Planning Time for Workshops	36	145	56	11	32	158	40	44	102	6
Resource Room	200		20			20	22	102	32	
Administrative Meetings			1	1	7	8	17	5	11	7

*Expressed in hours

APPENDIX E

Appendix E

WORKSHOP EVALUATION FORMS

These evaluation forms were used to collect feedback information from workshop participants. Several included pre and post questions and others were only post questions.

The numbers in the right hand corner identify the workshop for which the form was used (refer to the workshop Appendix B, Pg. 67, to decode these numbers.)

Name _____ Title of Workshop _____

School _____ Date _____

Assignment _____

Please use the 1, 2, 3, 4 scale in responding to the following questions.
Number 1 is "low"; number 4 is "high".

- PRE
1. How would you rate your willingness to participate in demonstrations presented during a workshop?

1 2 3 4

2. How frequently do you make your own instructional materials?

1 2 3 4

3. Please indicate the level of individualized instruction presently implemented in your class.

1 2 3 4

4. Which of these items are appropriate to your needs? (Please indicate the degree of appropriateness - 1, 2, 3, 4)

Teacher made materials _____ Equipment _____

Commercial materials _____ Staff Resources _____

5. Which of the following are major problem areas for you? (Please indicate by using 1, 2, 3, 4)

Behavior _____ Parent/school relations _____

Academic _____ Communication other Professionals _____

Comments: _____

POST

1. What was your level of participation in activities during this workshop?

1 2 3 4

2. How would you rate your receptiveness to increasing your frequency of material development?

1 2 3 4

3. How effective was the planning and organization of the workshop?

1 2 3 4

4. Show which of the following activities were a part of the workshop and indicate the effectiveness of each by adding the appropriate number (1, 2, 3, 4)

Panel presentation _____ Demonstration _____

Small group discussion _____ Multi-media techniques _____

Lecture _____ Project assignment _____

5. What is the likelihood of your implementing ideas gained from this workshop?

1 2 3 4

Comments: _____

Name _____ Title of Workshop _____
School _____ Date _____
Assignment _____

PRE

Please use the 1, 2, 3, 4 scale in responding to the following questions.
Number 1 is "low," number 4 is "high."

1. Please indicate the level of individualized instruction presently implemented in your classes.

1 2 3 4

2. How would you rate your ability to diagnose learning problems in the classroom?

1 2 3 4

3. Which of the following are major problem areas for you? (Please indicate the degree of appropriateness 1, 2, 3, 4)

Behavior _____ Parent/school relations _____

Academic _____ Communication with other professionals _____

4. How much resource help do you receive for children with learning problems in your classroom?

1 2 3 4

5. Indicate your ability to provide effective intervention for behavior problems.

1 2 3 4

6. Please indicate your familiarity with the identification and use of learning modalities -- (i.e. visual, auditory, kinesthetic, etc.)

1 2 3 4

Comments: _____

POST

1. Please indicate the effectiveness of this workshop in increasing your knowledge or proficiency in:

A. Diagnosing learning problems

1 2 3 4

B. Providing effective intervention for behavior problems

1 2 3 4

C. Identification of learning modalities

1 2 3 4

2. What is the likelihood of your implementing ideas gained from this workshop?

1 2 3 4

3. What is the probability of your seeking more resource help?

1 2 3 4

Comments: _____

WHAT'S HAPPENING IN LEARNING DISABILITIES

A. Session _____ A.M. or _____ P.M.

1. Please indicate the overall effectiveness of the first session

(Low) 1 2 3 4 (High)

2. What is the likelihood of your implementing ideas gained from this program?

(Low) 1 2 3 4 (High)

3. To what degree did the group meetings pertain to your interests?

(Low) 1 2 3 4 (High)

4. To what extent were practical aspects of education dealt with?

(Low) 1 2 3 4 (High)

B. Session _____ A.M. or _____ P.M.

1. Please indicate the overall effectiveness of the second session you attended.

(Low) 1 2 3 4 (High)

2. What is the likelihood of your implementing ideas gained from this program?

(Low) 1 2 3 4 (High)

3. To what degree did the group meetings pertain to your interests?

(Low) 1 2 3 4 (High)

4. To what extent were practical aspects of education deal with?

(Low) 1 2 3 4 (High)

VOLUNTEERS WORKSHOPS

Please respond to the following questions.

1. Do you prefer to participate or observe demonstrations?

1. Participate in _____
2. Observe _____
3. Both _____

2. To what degree has information offered in the workshops been of use to you?

(Low) 1 2 3 4 (High)

3. What gains do you feel you have made in regard to understanding individual styles of students?

(Low) 1 2 3 4 (High)

4. Please rate your ability to deal with behavior problems.

(Low) 1 2 3 4 (High)

5. Have you made your own instructional materials?

1. Regularly _____
2. Occasionally _____
3. Very seldom _____

6. How would you rate the effectiveness of games as learning tools?

(Low) 1 2 3 4 (High)

7. How would you rate your ability to tutor for specific learning problems?

(Low) 1 2 3 4 (High)

8. How much resource help have you received for students with learning problems?

(Low) 1 2 3 4 (High)

9. What types of additional workshops would be of interest to you?

1. _____
2. _____
3. _____

10. Please rate the overall effectiveness of the workshops you attended.

(Low) 1 2 3 4 (High)

Thank you for your attendance and cooperation.

CURRICULUM RESOURCE DAYPOST

1. Do you think you will actually implement ideas gained from this workshop?

1. Yes _____
2. Not sure _____
3. No _____

2. Did you take part in any activities during the workshop?

1. Yes _____
2. Sort of _____
3. No _____

3. Did this experience provide input which you find helpful?

1. Yes _____
2. Not sure _____
3. No _____

4. Did you see any materials you would like to duplicate and use?

1. Yes _____
2. Possibly _____
3. No _____

5. Comments _____

6. Name 1 item you would like to provide for you _____

CURRICULUM RESOURCE DAYPRE

1. What type of workshop or inservices do you have an interest in or feel a need?

1. _____
2. _____
3. _____

2. Do you prefer to participate in or observe demonstrations?

1. Participate in _____
2. Observe _____
3. Both _____

3. How frequently do you make your own instructional materials?

1. Regularly _____
2. Occasionally _____
3. Very seldom _____

4. How would you rate your receptiveness to increasing your frequency of material development?

1. High _____
2. So-so _____
3. Low _____

Have you ever used learning centers in your classroom?

Yes _____ No _____

Occasionally _____

"MULTI-MEDIA HAPPENING"

FEEDBACK

Please respond to the following questions.

1. Do you prefer to participate or observe demonstrations?

1. Participate in _____

2. Observe _____

3. Both _____

2. To what degree has information offered in this presentation been of use to you?

(Low) 1 2 3 4 (High)

3. What gains do you feel you have made in regard to understanding individual learning styles of students?

(Low) 1 2 3 4 (High)

4. Please rate your ability to deal with behavior problems.

(Low) 1 2 3 4 (High)

5. Have you made your own instructional materials?

1. Regularly _____

2. Occasionally _____

3. Very seldom _____

6. How much resource help have you received for students with learning problems?

(Low) 1 2 3 4 (High)

7. What types of additional presentations would be of interest to you?

1. _____

2. _____

3. _____

8. Please rate the overall effectiveness of this presentation.

(Low) 1 2 3 4 (High)

9. How would you rate your receptiveness to having a consultant work in your own classroom or school?

(Low) 1 2 3 4 (High)

E.H. HOMEBOUND TEACHERS
Number responding to feedback 17

Objectives:

To identify problem areas of the homebound teacher and to find alternative solutions.

To introduce multilevel materials to homebound teachers.

To find ways for provision of better communication between classroom teachers and homebound teachers.

Population Participants:

Supervision of Homebound teachers and twenty-four Homebound teachers who have very little contact with regular classroom teachers and other ancillary staff.

Participating teachers teach student in both elementary and secondary grades and are responsible for supplying instruction in all areas.

Students receiving services of Homebound teachers vary greatly in academic abilities.

A - 1 Dissemination Workshops
#6 E.H. Homebound Teachers

SUMMARY OF PRE - POST TEST

<u>PRE</u>	<u>Low</u>			<u>High</u>
	1	2	3	4
1. How would you rate your willingness to participate in demonstrations presented during a workshop?	7	1	4	5
2. How frequently do you make your own instructional materials?	2	5	6	4
3. Please indicate the level of individualized instruction presently implemented in your class	1	0	3	12
4. Which of these items are appropriate to your needs? Please indicate the degree of appropriateness 1,2,3,4,				
Teacher made materials	1	3	4	8
Commercial materials	2	1	5	8
Equipment	4	4	4	2
Staff resources	1	0	10	3
5. Which of the following are major problem areas for you? Please indicate by using 1,2,3,4,				
Behavior	10	1	1	3
Academic	6	5	0	5
Parent/school relations	11	1	0	3
Communication other professionals	7	5	3	1
<u>POST</u>	<u>Low</u>			<u>High</u>
	1	2	3	4
1. What was your level of participation in activities during this workshop?	3	6	5	0
2. How would you rate your receptiveness to increasing your frequency of material development?	2	6	2	4
3. How effective was the planning and organization of the workshop?	1	3	2	8
4. Show which of the following activities were a part of the workshop and indicate the effectiveness of each by adding the appropriate number - Panel presentation	2	0	2	3
Small Group discussion	1	1	4	2
Lecture	2	1	2	2
Demonstration	1	1	2	6
Multi-media techniques	1	1	1	3
Project assignment	1	0	1	2
5. What is the likelihood of your implementing ideas gained from this workshop?	4	2	6	1

A - II, #12

COUNCIL FOR EXCEPTIONAL CHILDREN WORKSHOP
Number of feedback sheets 29

Objectives:

To disseminate information on California's Title VI Learning Disabilities.

A-II Target School Workshops

#12 Council for Exceptional Children Workshop
Leadership Training Institute Component for Smorgasbord

"What's Happening in Learning Disabilities"

	Low			High
	1	2	3	4
1. Please indicate the overall effectiveness of the session	7	6	21	23
2. What is the likelihood of your implementing ideas gained from this program?	7	7	20	20
3. To what degree did the group meetings pertain to your interests?	2	5	20	28
4. To what extent were practical aspects of education dealt with?	5	10	18	21

A - II, #11 and #14 Test TEST AND LEARNING ASSISTANCE INVENTORY
Annabelle Markoff Inventory
Number of feedback sheets 24
(Two Workshops)

Objectives:

1. To explore the use of test and learning assistance inventories that explore skills necessary for academic achievement.
2. To train teachers and ancillary staff in the use of prescriptive intervention and evaluation techniques.

Population

Elementary and secondary regular education teachers, elementary and secondary ancillary staff, ESEA Resource Teachers, E.H., L.D.G. teachers elementary and secondary.

A - II Target School Workshops

11 and 14 Tests and Learning Assistance Inventory

SUMMARY OF PRE - POST TEST

PRE

Directions: Please use the 1,2,3,4, scale in responding to the following questions. Number 1 is "low" number 4 is "high"

	Low			High
	1	2	3	4
1. Please indicate the level of individualized instruction presently implemented in your classes		7	9	6
2. How would you rate your ability to diagnose learning problems in the classroom?		14	9	
3. Which of the following are major problem areas for you? (Please indicate the degree of appropriateness 1,2,3,4,)				
Behavior	7	6	5	1
Academic	6	5	6	1
Parent/school relations	9	4	1	
Communication with other professionals	7	4	4	2
4. How much resource help do you receive for children with learning problems?	3	11	8	1
5. Indicate your ability to provide effective intervention for behavior problems		8	11	4
6. Please indicate your familiarity with the identification and use of learning modalities (i.e. visual, auditory, kinesthetic, etc.)	3	8	10	4

POST

	Low			High
	1	2	3	4
1. Please indicate the effectiveness of this workshop in increasing your knowledge or proficiency in:				
a. Diagnosing learning problems	3	7	10	4
b. Providing effective intervention for behavior problems	9	8	4	2
c. Identification of learning modalities	1	11	8	4
2. What is the likelihood of your implementing ideas gained from this workshop?	1	5	10	9
3. What is the probability of your seeking more resource help?	1	2	8	13

A - II, #21

MODALITY TRAINING
Number of feedback sheets 15

Objective:

To train classroom teachers in assessing strengths and weaknesses in the learning modalities of their pupils using Slingerland Screening Test for identifying children with specific language disabilities.

To train classroom teachers to use this information obtained in selecting teaching methods and materials.

Population:

The population participating in the workshop were regular education primary teachers, one E.H. teacher, Counselor and Principal. The population were staffed in a site school that received continuing services from Title VI staff.

A - II Target School Workshops

#21 Modality Training

Directions: Please use the 1,2,3,4, scale in responding to the following questions. Number 1 is "low", number 4 is "high"

PRE

	<u>Low</u>			<u>High</u>
	1	2	3	4
1. Please indicate the level of individualized instruction presently implemented in your class		3	7	4
2. How would you rate your ability to diagnose learning problems in the classroom?		1	11	1
3. Which of the following are major problem areas for you? (Please indicate the degree of appropriateness 1,2,3,4,				
Behavior	5	4	2	
Academic	2	7		1
Parent/school relations	7	1	2	
Communications with other professionals	6	1	2	1
4. How much resource help do you receive for children with learning problems in your classroom?	1	6	6	1
5. Indicate your ability to provide effective intervention for behavior problems		5	6	3
6. Please indicate your familiarity with the identification and use of learning modalities (i.e. visual, auditory, kinesthetic, etc.)	2	5	6	1

POST

	<u>Low</u>			<u>High</u>
	1	2	3	4
1. Please indicate the effectiveness of this workshop in increasing your knowledge or proficiency in:				
a. Diagnosing learning problems		2	10	3
b. Providing effective intervention for behavior problems	2	5	7	1
c. Identification of learning modalities		2	9	4
2. What is the likelihood of your implementing ideas gained from this workshop?	1	3	6	5
3. What is the probability of your seeking more resource help?	1	4	4	4

A - II, #27

INDIVIDUALIZED INSTRUCTION
Learning Center Workshop
Number of evaluation responses 6

Objectives:

To demonstrate the use of materials for individualized instruction.

To demonstrate how to use learning centers for individualized instruction.

Population:

Teachers, counselors, principal of Title VI site school.
The staff of this school received continuous service from
Title VI staff and used Title VI resource materials.

They participated in various workshops and were continuously
involved with Title VI.

A - II Target School Workshops

#27 Individualized Instruction

Directions: Please use the 1,2,3,4, scale in responding to the following questions.
Number 1 is "low"; number 4 is "high"

<u>PRE</u>	<u>Low</u>		<u>High</u>	
1. How would you rate your willingness to participate in demonstrations presented during a workshop?	4	1	1	
2. How frequently do you make your own instructional materials?	1	3	2	
3. Please indicate the level of individualized instruction presently implemented in your classes	2	2		
4. Which of these items are appropriate to your needs?				
Teacher made materials	2	1	2	
Commercial materials		1	1	3
Equipment	1	1	1	2
Staff resources		3	1	1
5. Which of the following are major problem areas for you?				
Behavior	2	2	1	1
Academic		4	2	
Parent/school relations	2	1	3	
Communication with other professionals	2	2		2
<u>POST</u>	<u>Low</u>		<u>High</u>	
1. What was your level of participation in activities during the workshop?	2	3		1
2. How would you rate your receptiveness to increasing your frequency of material development?	1		1	2
3. How effective was the planning and organization of the workshop?		2	3	
4. Show which of the following activities were a part of the workshop and indicate the effectiveness of each by adding the appropriate number				
Panel presentation				
Small group discussion	2	1	3	
Lecture		1		
Demonstration				
Multi-media techniques			1	
Project assessment				
5. What is the likelihood of your implementing ideas gained from this workshop?	1	2	2	1

A - II, #32

MATERIALS DAY

Number of evaluations from two workshops,
1st Workshop: 6 2nd Workshop: 10

Objectives:

To train teachers to use instructional materials for individualization.

To demonstrate the use of contracts in obtaining behavioral and academic objectives.

To provide on-site consultation to teachers.

To instruct teachers in making materials to be used in the classroom.

Population:

Regular and E.H. teachers and counselors at elementary site school. Staff received on-going help from Title VI resource teacher, consultants and participated in various workshops presented by Title VI.

A-II Target School Workshops

#32 Materials Day

	Sort of Possibly		
	Yes	Not sure	No
1. Do you think you will actually implement ideas gained from this workshop?	6		
2. Did you take part in any activities during the workshop?	4	1	1
3. Did this experience provide input which you find helpful?	6		
4. Did you see any materials you would like to duplicate and use?	5	1	
5. COMMENTS: These types of activities very necessary; EXCELLENT IDEAS; excellent workshop, especially the work in the classroom			

A-II Target School Workshops

#36 Materials Day

1. Do you think you will actually implement ideas gained from this workshop?	4	3	2
2. Did you take part in any activities during the workshop?	1	3	5
3. Did this experience provide input which you find helpful?	6	1	2
4. Did you see any materials you would like to duplicate and use?	4	3	2
5. COMMENTS: really appreciate what the demonstration teacher did; intend to use a lot of the ideas presented			

A - II, #30, 40, 43

TARGET SCHOOL WORKSHOPS

Number responding to feedback 8

Objectives:

To train volunteers in the use of informal assessment, self-concept, homemade games and materials for individualizing instruction for students with learning disabilities.

Population:

Volunteer tutors for individual children.

A-II Target School Workshops

- #30 Upswing Presentation Materials-Individualized Instruction
- #33 Individual Programs Regarding Academic and Behavior Skills
- #40 Presentation of Rated Assessment and Self Concept
- #43 Project Upswing Reading - Rated Assessment

Please respond to the following questions:

1. Do you prefer to participate or observe demonstrations

- | | |
|------------------------|---|
| 1. Participate in..... | 1 |
| 2. Observe..... | 1 |
| 3. Both..... | 6 |

	Low			High
	1	2	3	4
2. To what degree has information offered in the workshops been of use to you?	1		1	6
3. What gains do you feel you have made in regard to understanding individual learning styles of students?	1	1	3	1
4. Please rate your ability to deal with behavior problems	1	4	1	1
5. Have you made your own instructional materials-				
1. Regularly.....				2
2. Occasionally.....				4
3. Very seldom.....				1
6. How would you rate the effectiveness of games as learning tools?			1	7
7. How would you rate your ability to tutor for specific learning problems?	2		4	2
8. How much resource help have you received for students with learning problems?	1		4	3
9. What types of additional workshops would be of interest to you?				
Responses: creativity; in classroom; behavior problems; how children learn to read; terms of learning disabilities				
10. Please rate the overall effectiveness of the workshops you attended	1			6

A - II, #38 ORIENTATION MEETING FOR H. WONG WORKSHOP
Multi-Media Happening
Number of feedback sheets 33

Objective:

Demonstrate techniques to use in motivating uninvolved student in classroom.

Provide communication between regular education and special education in respect to specific learning problems.

Demonstrate the use of science concepts in working with uninvolved students.

Population:

Teachers, ancillary staff, supervision from District Office. This workshop was given by a Title VI consultant and was designed to promote communication between teachers and ancillary staff.

A-II Target School Workshop

#38 Orientation Meeting for H. Wong Workshop - Multi Media Happening

1. Do you prefer to participate or observe demonstrations?

1. Participate in.....	3
2. Observe.....	11
3. Both.....	20

	Low				High			
	1	2	3	4	1	2	3	4
2. To what degree has information offered in this presentation been of use to you?	0	3	7	23				
3. What gains do you feel you have made in regard to understanding individual learning styles of students?	1	5	11	14				
4. Please rate your ability to deal with behavior problems	0	4	17	10				
5. Have you made your own instructional materials?								
1. Regularly.....				17				
2. Occasionally.....				12				
3. Very seldom.....				3				
6. How much resource help have you received for students with learning problems?	7	8	9	3				
7. What types of additional presentations would be of interest to you? Special education and general education cooperation; learning disabilities; reading; math; engineered classroom; resource room materials; behavior problems, etc.								
8. Please rate the overall effectiveness of this presentation	0	0	8	25				
9. How would you rate your receptiveness to having a consultant work in your own classroom or school?	1	1	5	23				

Objectives:

To train teachers to use instructional materials for individualization.

To demonstrate the use of contracts in obtaining behavioral and academic objectives.

To provide consultation on-site to teachers for programming of children with learning or behavior problems.

To instruct teachers in making materials for individualized instruction.

Population:

Regular classroom teachers, E.H. teachers, counselors, principals, the ancillary and administrative staff.

A-II Target School Workshops
#4 Curriculum Resource Day

PRE

1. What types of workshop or inservices do you have an interest in or feel a need?
record keeping; self concept; contracting; learning center materials; training paraprofessionals; individualized instruction - reading and math; science; metric system; activities for remediation of reading, etc.
2. Do you prefer to participate in or observe demonstrations?
 1. Participate in..... 1
 2. Observe..... 2
 3. Both..... 17
3. How frequently do you make your own instructional materials?
 1. Regularly..... 11
 2. Occasionally..... 5
 3. Very seldom..... 1
4. How would you rate your receptiveness to increasing your frequency of material development?
 1. High..... 14
 2. So-so..... 3
 3. Low..... 0
5. Have you ever used learning centers in your classroom?
 - Yes..... 7
 - No..... 0
 - Occasionally..... 7

POST

1. Do you think you will actually implement ideas gained from this workshop?
2. Did you take part in any activities during the workshop?
3. Did this experience provide input which you find helpful?
4. Did you see any materials you would like to duplicate and use?
5. COMMENTS: very good; need more of this kind of activity; many good ideas; same materials used for various levels; liked the time to make materials; "a shot in the arm;"
6. Name one item you would like to have us provide for you- more copies of ideas; materials; inservice for complete facilities; different ways to use the same materials

	Sort of Possibly		
	Yes	Not sure	No

8	0	0
8	0	0
8	0	0
8	0	0

APPENDIX F

Appendix F

NON-COMMERCIAL MATERIALS USED IN WORKSHOPS

WORKSHOP NUMBER	A I	A II	A III
INITIAL CONTACT SHEET	12,45	9	
MAJOR GOALS FOR TEACHERS AND CHILDREN	1,12	9	
TEACHER PARTICIPATION REQUEST	9		
A WALK IN ANOTHER PAIR OF SHOES	12		
THE ANIMAL WORLD	12		
INFORMAL OBSERVATION OF LEARNING MODALITIES	12		
PRINCIPLES OF BEHAVIOR MODIFICATION	2,5,6,7,8,14		
TIME COMMITMENT	2,5,6,7,8,14		
OBSERVING CLASSROOM BEHAVIOR	2,5,6,7,8,14		
CLASSROOM EXAMPLES OF TARGET BEHAVIOR	2,5,6,7,8,14		
GROUP DISCUSSION	2,5,7,8,14		
SUBJECT MATTER GROUP MEETING	2,5,7,8,14		
STUDY GUIDELINES	2,5,7,8,14		
GAME GUIDELINES	2,5,7,8,14		
GAME GUIDELINES, cont.	2,5,7,8,14		
INDIVIDUALIZED PROGRAMMING	2,5,7,8,14		
INDIVIDUALIZED PROGRAMMING, cont.	2,5,7,8,14		
OBSERVATION CHART	2,5,7,8,14		
OBSERVATION CHART, cont.	2,5,7,8,14		
WORK RECORD CARD	2,5,7,8,14		
IMCSE MEETING REPORT	4,13		
READING-DAILY SEQUENCE CHECKLIST	4,13		
STRAND 5: VISUAL SKILLS	4,13		
BECOMING FAMILIAR WITH THE SEQUENCES	4,13		
YOU ARE A WINNER	6,20,26,35, 45	8,40,42,49	
GAME CARDS FOR ABOVE	6,20,26,35, 45	8,40,42,49	
SELF-CONCEPT INVENTORY	6,20,27,35, 45	8,40,42,49	
FILE FOLDER COMPUTER	6,9,10,11, 40,45	16,29,49	
ORIENTATION TO THE ENVIRONMENT	17		
* INDIVIDUALIZING EDUCATIONAL GAMES	9,10,11		
NORTH, SOUTH, EAST AND WEST	9,10,11		
DOMINOES	9,10,11		

*Item included as a sample of non-commercial materials.

	A I	A II	A III
REINFORCED USING THE DOMINO GAME	9,10,11		
HEX	9,10,11		
INTERVENTIONS	17		
TAKE OUR HATS OFF	24,26,35	42,49	
FEELING GROOVY	24,26,29,35	42,49	
FEELING GROOVY, cont.	24,26,35	42,49	
CONFIDENTIALLY I THINK	24,26,35	42,49	
HEAR YE, HEAR YE	24,26,35	42,49	
YOU SHOULD BE FEELING GROOVY	24,26,35	42,49	
CONTRACT - SCIENCE	24,26,35	49	
INDIVIDUALIZED SPELLING PROGRAM	24,26,35,45	42,49	
MAKING IT WORK AT THE OPERATIONAL LEVEL	26		
RESOURCE ROOM PROGRAM	26		
ROBERT LOUIS STEVENSON-RESOURCE ROOM	26		
TITLE VI-G RESEARCH TEACHING	26		
RATED ASSESSMENT INSTRUCTIONS, MATH	26,35,44,45	42	
RATED MATH	26,35,44,45	42	
RATED ASSESSMENT INSTRUCTIONS-READING	26,35,44,45	42,43	
RATED ASSESSMENT - READING	26,35,44,45	42,43	
SINCE YOU...	26,29,35		
BEHAVIOR MANAGEMENT	26,29,35		
CONGRATULATIONS	26,29,35		
GOOD GRIEF !	26,29,35		
THESE ARE	26,29,35		
SNOOPY DAY	26,29,35		
CREDIT UNION	26,29,35		
SAVINGS BANK	26,29,35		
STUDENT BANK ACCOUNT	26,29,35		
FEEDBACK COMMUNICATION TELEGRAM	26,29,35		
EVERYBODY'S BANK	26,29,35		
THESE ARE NOT...	26,29,35		
AT RAPHAEL WEILL	26,29,35		
GOOD SHOW! FUN, FUN	27		
SMORGASBORD MENU	27,28		
LEARNING CONTRACT	29,45	16,49	

	A I	A II	A III
FORMAL-RESOLUTIONS FOR INSERVICE	32		
INSERVICE ON INSERVICE DISCUSSION	32		
CONGRATULATIONS	35	42	
THE FOURNAL OREGON NEWS	35	42	
PENGUIN	35	42	
WELCOME!		42	
ATTRIBUTE BLOCKS	40, 45	16, 29, 49	
CHIP TRADING ACTIVITIES	40, 45	49	
FILE FOLDER WINDOWS	40, 45	16, 29, 49	
INDIVIDUALIZING EDUCATIONAL GAMES	40, 45	16, 29, 49	
ANSWER-FLIP-UP	40, 45	16, 49	
MILK CARTOON DICE	40, 45	16	
LET'S PLAY COVER-UP	40, 45	29, 49	
COVER PAGE FOR EVALUATION	45		
FREQUENCY OF BEHAVIOR	45		
FREQUENCY OF BEHAVIOR OBSERVATION	45		
CONTRACT COUNT	45		
* STUDENT BEHAVIOR REFERRAL	45		
PARTICIPATION REQUEST	45		
CONCENTRATION	45	16, 49	
MATCH 'EM UP	45	49	
TWENTY QUESTIONS		47	
PART I		47	
METRICALLY THINKING		47	
* MULTI-LEVEL DITTOS		49	
* ADDITIONAL WRAT INFORMATION		3	
TANGRAMS		8	
HOW MANY COLORS		8, 27	
COMPREHENSION-RETENTION MODALITY TEST		12	
THINK METRIC		15, 26, 47	
MY FINGERPRINT IS ME		19	
MY PHYSICAL CHARACTERISTICS		19	
MY DREAMS ARE ME		19	
MY NAME IS ME		19	
IF I WERE...		19	
SHARED RESPONSIBILITY	26	10	
* BE YOUR OWN AUTHOR	154	27	

	<u>A I</u>	<u>A II</u>	<u>A III</u>
* READING TIME SHEET		27	
NEW VOCABULARY SHEET		27	
LEARNING CENTERS		27, 49	
LEARNING CENTERS FOR CLASSROOMS		27	
LEARNING CENTERS ?		27	
* IF YOU WANT TO CREATE MATERIALS		27	
MY NAME		27	
WORD BATTLE, COVER UP		27	
CENTER SHEET		27	
CENTER SHEET, cont.		27	
PHASE III: SMORGASBORD SERIES		38	
* AWARDS - DESCRIPTION, PREPARATION, AND USES		49	
* MULTI-FUNCTIONAL WORKSHEETS		49	

*Item included as a sample of non-commercial materials.

INDIVIDUALIZING EDUCATIONAL GAMES

1. Even though you know how to play the game - look at the instructions before you start to play.
2. You and your child may learn a new skill each time you play a game together.
3. General Instructions:

Before you start a game, remember these three points -

- a. Ask your child only once a day if he wishes to play a game.
- b. Review rules before playing - if the child wishes to change a rule - which makes sense - make it a part of the agreed game.
- c. Set a time limit - stop at that time so that the child and you will not lose interest - but rather will stop when interest is high - varies 15 to 20 minutes - 30

4. Verbalization is important part of learning any new skill -

- a. Use specific words when presenting the instructions. Try to tell the child exactly what you want him to do - check out to find if the child understands clearly what you expect.

Examples:

1. Place the chips in a stack to your left.
Rather than: Don't scatter the chips all over the table.
2. Keep the blocks on the table.
Rather than: We don't put blocks in our mouth, do we?
3. You have some blocks. You keep those blocks and let him use the other blocks.
Rather than: Wouldn't you like to share your blocks with him?
4. Walk in the house.
Rather than: Don't run in the house.
5. You push the table and I'll pull it.
Rather than: Don't hurt yourself.
6. Take turns.
Rather than: Be good
7. Follow the directions. Play after the other player finishes.
Rather than: Play nicely

- b. Use specific words to tell about position.

Example: The pegs are on the bottom shelf beside the puzzle.
Rather than: Right over there

- c. Use specific words to tell about position

Example: We will stop at 6:00
Rather than: We will stop after awhile.

MULTI-LEVEL DITTOS

Multi-level dittos can be used both for individualized instruction and with group instruction. In using multi-level, please remember to provide for the individual differences of the students you teach.

Some ways to use multi-level dittos:

A. Individualized instruction.

1. A certain number of words or problems can be given to an individual student depending on his capability.
2. A certain task can be designated on individual basis - Example: A group of students may be using a particular multi-level ditto using words; however, an individual student may be working on words from spelling social studies, reading, etc.
3. Additions to assignments done with multi-level dittos can be assigned on individual basis Example: After completing task assigned on multi-level dittos, you may have a choice of 1.
 - 2.
 - 3.
 - 4.

B. Group instruction.

1. The groups can use multi-level dittos by using different assignments on same ditto.
2. Groups can be assigned to same assignment on different ditto.
3. Groups can work on other projects using multi-level dittos as a part of project.

Additional W.R.A.T. Information

The Wide Range Achievement Test will be more valuable if the examiner alertly tunes into the student's behavioral and mechanical processes. The following are a few suggestions of additional information that can be gathered when giving the W.R.A.T.

Advantages

1. The W.R.A.T. is the second most frequently used instrument in testing reading by school psychologists and reading clinics.
2. It is easy to administer and score.
3. There are no contextual or picture clues as in paragraph reading.
4. The range of ability is from nursery school to college.

Disadvantages

1. It provides only a rough grade placement.
2. With a range from nursery school to college, it is obvious that the number of items per grade is limited and the number of pupils per grade on which it has been standardized is likewise relatively small.
3. It provides no measure of word comprehension. A child may pronounce the word correctly but not comprehend it.
4. The standard scores and percentiles are subject to question.

Behavior

1. Check how the student holds his pencil. Is he tensed or relaxed? Does he have difficulty forming numbers? (This can be behavioral or mechanical.)
2. Does the student subvocalize when he works problems? How dependent is he upon verbalization?
3. How does the student use his non-writing hand?
4. How does the student approach arithmetic? Does he give up easily? Is he enthusiastic?
5. How does the student deal with failure?
6. How well does the student use his time? If it is difficult for him to finish a problem can he move onto the next problem after a reasonable amount of time?
7. Does he give wild answers (an attempt to hide inadequacies)?

Mechanics in Arithmetic

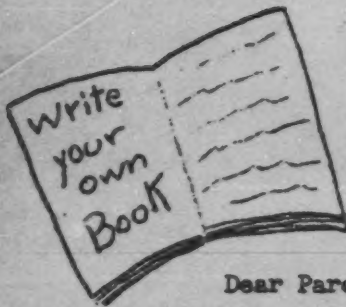
1. Does the student use concrete counting aids (fingers, marks, etc.)?
2. Does the student confuse place value when writing numbers? Does he line up answers correctly?
3. Does the student carry the right number? Can he remember a number for immediate use?
4. Does the student confuse processes? Adds when he should subtract, etc. Is he aware of written instructions? How closely does he attend to details?
5. Does the student reverse, invert, or transpose numbers?
6. Does the student need more than the available working space?
7. Does he have difficulty going from an addition problem to a subtraction problem? Does he tend to repeat numbers that he has already used?
8. Does he tend to work from right to left (directional confusion)?

Mechanics in Spelling

1. Poor handwriting (visual-motor incoordination).
2. Small, cramped handwriting (a withdrawn or constricted personality).
3. Poor spatial organization and alignment of letters (visual-motor incoordination).
4. Misspelling his own name (poor attention to details, immature visual perception).
5. Reversed symbols, letters or words, such as "doy" for "boy" (directional confusion; immature visual perception).
6. Confusion of letters which look somewhat similar, such as "m" with "n" (immature visual perception).
7. Poor sequencing of letters within words, such as "wacht" for "watch" (poor visual or auditory sequencing ability).
8. Putting down the last letter of the word only, such as "m" for "him" (poor auditory memory and sequencing ability).
9. Ability to spell phonetically but incorrectly, such as "nacher" for "nature" (good auditory sound-to-symbol ability but poor visual memory of the correct spelling).

Mechanics in Reading

1. Reversals of letters or words, such as "saw" for "was", "dig" for "big" (directional confusion; immature visual perception).
2. Poor sequencing of letters, such as "flet" for "felt" (poor visual sequencing).
3. Missing the inner details of words and guessing by the beginning letter general shape, such as "black" for "blcck" or "little" for "letter" (poor attention to details; immature visual perception).
4. Confusion of vowel sounds, such as "jer" for "jar" (poor knowledge of vowel sounds).
5. Child reads significantly better on word lists, such as the WRAT Reading subtest, than he does in paragraph reading (immature visual perception; figure-background disturbance where child is distracted and confused by additional visual stimuli).
6. Child reads significantly worse on word lists than he does in paragraph reading (heavy reliance on contextual and picture clues).



TITLE VI RESEARCH TEACHING PROJECT

Be Your Own Author, Illustrator, Publisher Project

Dear Parent,

_____ has worked very hard in planning, writing, illustrating and binding his/her own book.

We are interested in your reaction to the idea and the finished book. Please fill out the following questions. Check one box under each letter.

- A. { ☐ I knew my son/daughter was writing the book because he/she told me about it.
- ☐ I did not know the book was being written

- B. { ☐ I am proud of the efforts made
- ☐ I am not proud of the efforts made

- C. { ☐ I want to show it to other members of the family
- ☐ I will not show it to other members of the family

READING TIME SHEET

places with books!

Keep track of the time you spend reading

Record the time you start and finish daily.

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IF YOU WANT TO CREATE MATERIALS, YOU
MAY NEED:

- a. workbooks or other sources of pictures
- b. magic markers
- c. rubber cement
- d. clear contact paper as a protective coating for the surface - laminating film also works
- e. tiny toys to use as markers
- f. flash cards
- g. dice or spinner
- h. scissors and ruler
- i. card - various sizes

AWARDS

Description, Preparation, and Uses

the careful worker
award presented to
Kathy McIntyre
for neatly completing
her art assignments.

Dori Joyce
Teacher

Jan. 3, 1974
Date



AN AWARD IS A WRITTEN
COMPLIMENT INDICATING
ACADEMIC GROWTH OR IMPROVED
BEHAVIOR

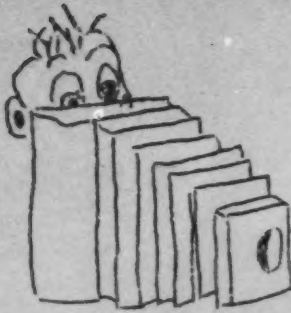
Awards should

specify individual being
complimented

state specific nature of
the compliment

provide a place to identify
sender and/or witness

The choice of illustrations and sophistication of language will
depend upon the age and interests of the consumer (students).



Awards come in four varieties. Each indicates that the receiver has been candidly caught in the act of doing something special. The small something specials may be related to academic gains, increased positive behaviors, decreased occurrences of undesired behaviors, or acts of human support.

Small steps toward desired behaviors are notices

Multi-purpose awards are open ended and can be used as needed.

For not bugging anyone during math today Paul has earned 15 points.



Helping a friend, or in some way reaching out to another human being can be encouraged

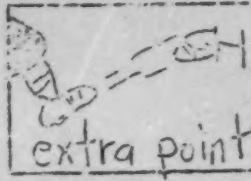
Robert you looked this tall when you helped Richard to finish sorting all three papers.

Doris Gore
Teacher
Robert Smith
Helper
Jan. 30, 1974
Date



You have just earned an extra bonus point by starting your math on time. Your total score increases Edward.

Mr. Notice
Academic Progress
Jan. 1, 1974
Date



Academic progress may be recognized in small increments.

You are over the hump Andy has learned his multiplication tables up to the 7's.

Jan. 30, 1974 Kim
Date Signed



MULTI-FUNCTIONAL WORKSHEETS

Description, Purposes, and Uses

MULTI-FUNCTIONAL WORKSHEETS ARE OPEN ENDED, MOTIVATING, FLEXIBLE WORKSHEETS WHICH CAN BE:

1. USED MORE THAN ONCE WITH A GIVEN STUDENT OR,
2. USED WITH A GROUP OF STUDENTS IN DIFFERENT WAYS DEPENDING UPON THE STUDENT'S CURRENT INSTRUCTIONAL NEEDS.



Title Spaceship
Tell about the filmstrip
A trip to Mars

Did you like it and why?
Yes because it is
about the future

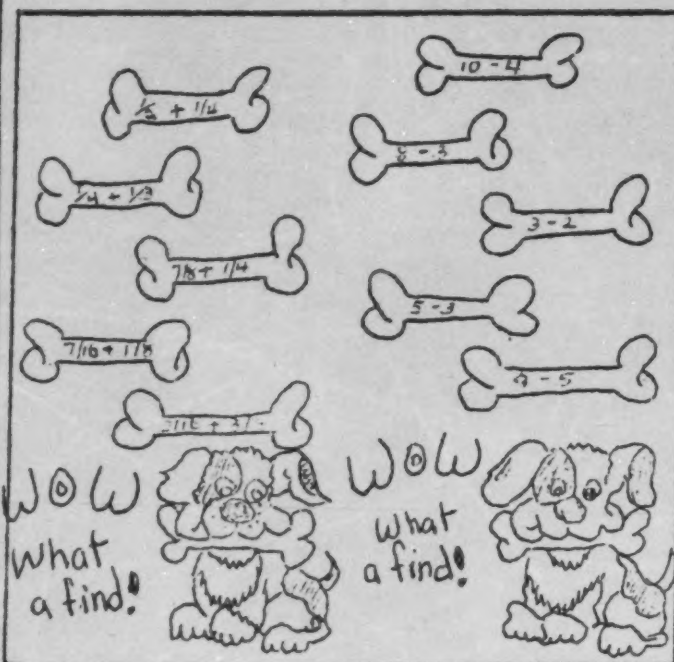
What did you learn?
About space and
stars

Make a picture report...




John S.
Student

12/18/73
Date



Listening Center Report

Record _____

Tape Title _____

Important characters _____

Favorite character pictured _____

Reason _____

Important part of story pictured

The story was about _____

Student _____

Some present content.

I feel Warm and Sunny when:

I know I'll have a good day when: _____

Student _____ Date _____

Multi-functional worksheets:

1. allow teachers to individualize their programs as desired.
2. encourage students to approach pencil and paper tasks which look interesting and appealing.
3. provide a relaxed format to foster better communication between people (big and little) who share a learning environment.

A SMORGASBORD MENU



THE PUPIL SERVICE/GENERAL EDUCATION STAFF DEVELOPMENT COMMITTEE

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

*Cover designed
by Herb Simon*

SMORGASBORDPURPOSE

Exploring and operationalizing the skills of Pupil Service workers as a basis for future sharing of knowhow between Special and General Education staffs.

CHOICES

There are 8 centers described and located on your menu. Choose 3 of the 8 centers for participation during B, C, D, time slots

Action Oriented Inservice for
Pupil Service Workers

PHASE I Smorgasbord - Two sessions:

Thursday: Dec. 7th (4:00 - 7:00 p.m.)

Saturday: Dec. 9th (9:00 - 12:00)

Place - Potrero Hill Junior High School
655 De Haro Street
San Francisco, Calif.

PHASE II Followup with ongoing inservice in the areas of your choice, with general education staffs.

SCHEDULE

Thursday, Dec. 7th 4:00 to 7:00 p.m.

- 4:00 - 4:10 registration
- A 4:10 - 4:40 Kickoff Session (Dr. Gerald West)
- B 4:50 - 5:20) Choose 1 center for each time
- C 5:25 - 5:55) slot
- D 6:00 - 6:30)
- E 6:35 - 7:00 Evaluation and rap up (Don Cross
(Dick Robbins
(Joyce Kohfeldt)

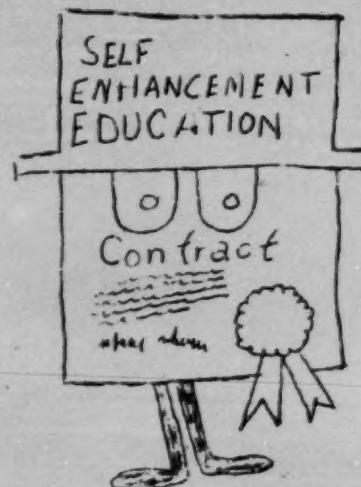
Saturday, Dec. 9th 9:00 to 12:00

- 9:00 - 9:10 registration
- A 9:10 - 9:40 Kickoff (Dr. Gerald West)
- B 9:50 - 10:20) Choose 1 center for each time
- C 10:25 - 10:55) slot
- D 11:00 - 11:30)
- E 11:35 - 12:00 Evaluation and rap up (Don Cross
(Joyce Kohfeldt)



Room _____

Participants: Ann Garfield
Sandra Dragin
Brunilda Heilbron



Room _____

Participant: Marjorie Goody



Room _____

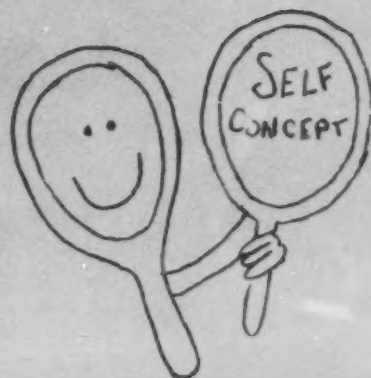
Participants: Muriel Tarnapol
Johanna Peterson
Jane Criner



Room _____

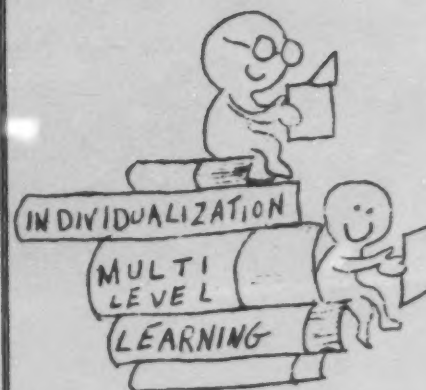
Participants: Sharon Regalado
Gwen Owens

1 - 27, 28



Room _____

Participants: Betty Thomas
Beverly Cohen
Diane Onorato



Room _____

Participants: Carol Lee
Mary Crosby

Room _____

Participants: Carlos Cornejo
Elaine Grady
Juanita Smith



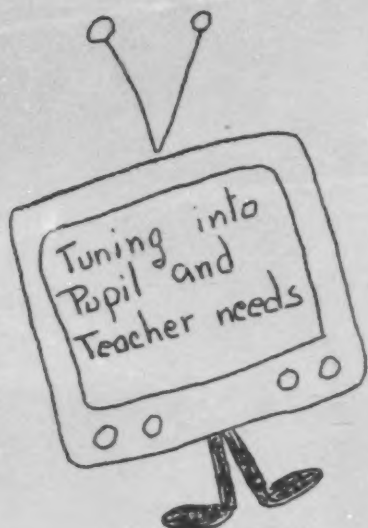
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Room _____

Participants: Marcia Anderson
Dorothy Rosenberger
Susan Leidy
Josephine Carpignano



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TITLE VI-G

RESEARCH TEACHING PROJECT

A public school model Service Center providing prompt analysis of learning disabilities, intensive specialized teaching, support to parents and regular teachers, and practicum to specialist teachers.



California State Department of Education
Division of Special Education
Capitol Mall
Sacramento, California

San Francisco Unified School District
Special Educational Services Division
135 Van Ness Avenue
San Francisco, California

SAN FRANCISCO TITLE VI-G STAFF

Project Head: Jane Anderson
Field Research Teachers:
Amy Eggers Betty Thomas
Kathy Shimizu

FILM: " I Left My Heart in San Francisco"
(Courtesy of San Francisco Tourist and Convention Bureau)

OVERVIEW: Title VI-G

SHARED RESPONSIBILITY: Staff Presentation

Question and Answer Period

" 1974 Year of Dissemination and Replication "
Slide Presentation

C E N T E R S

You will have the opportunity to attend two centers of your choice

MAKING IT WORK AT AN OPERATIONAL LEVEL

Amy Eggers

To present and discuss establishment
of two Resource Centers as an out
growth of Title VI-G.

MATERIALS FOR INDIVIDUALIZING

Betty Thomas and Kathy Shimizu

To share materials developed by Title VI-G
for individualizing instruction in both
regular and special education classes.

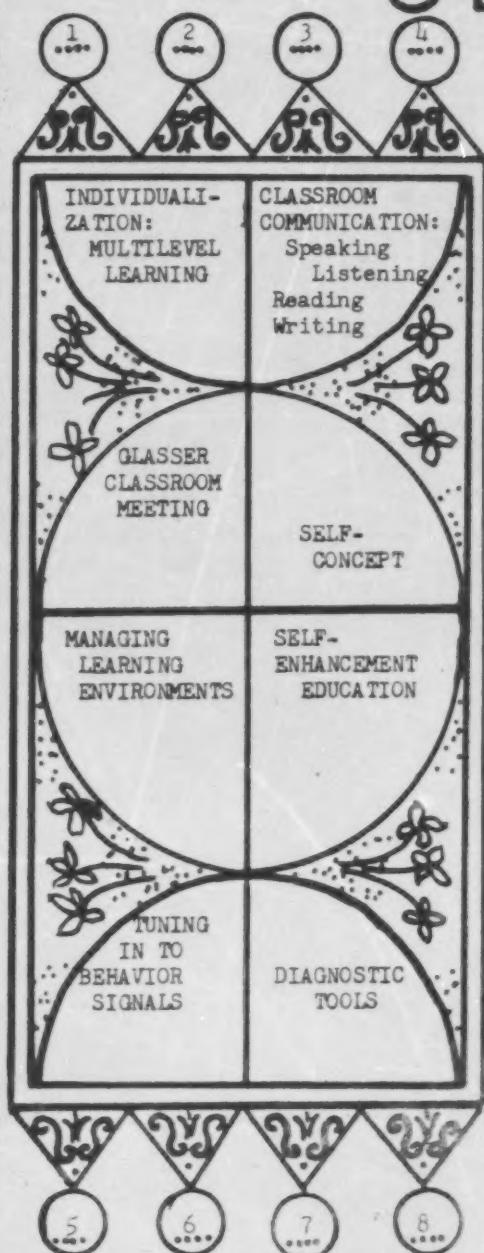
RATED ASSESSMENT AS A TOOL: GAMES AS AN INTERVENTION

Jane Anderson

To provide an opportunity to use Title VI-G's Rated
Assessment as a tool for programming activities-
using educational games.

(Materials Courtesy of Tom Wiseheart,
Audio Visual Services)

PHASE III: SMORGASBORD SERIES

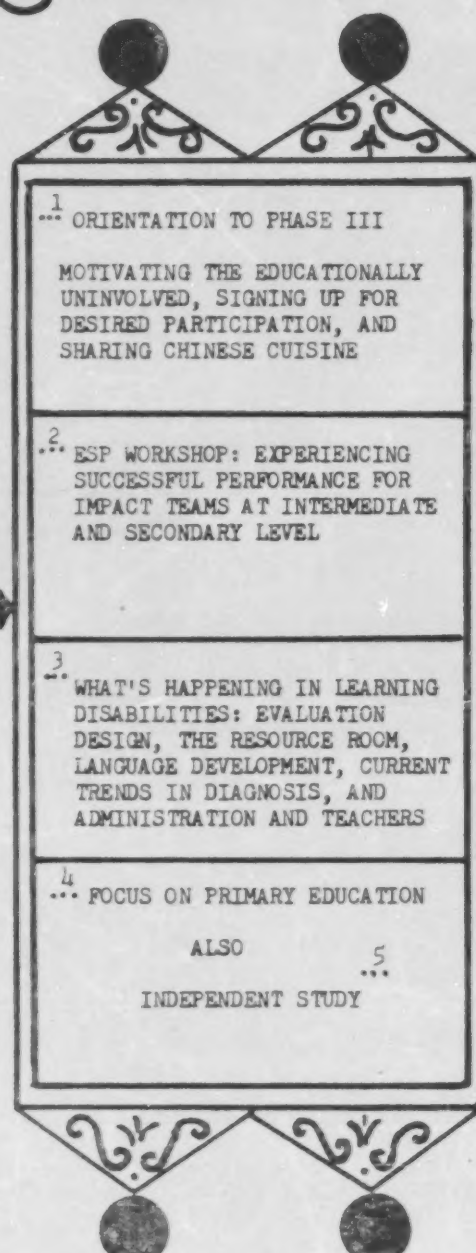


Phase I



Phase II

COVER BY
SUSAN WILLIAMS



Phase III

SAN FRANCISCO UNIFIED SCHOOL DISTRICT INSERVICE

SMORGASBORD SERIES: PHASE III

TITLE: DEVELOPING THE LEARNING TEAM CONCEPT FOR SUPPORT AND TEACHING STAFF AS A MEANS OF MAINSTREAMING PROGRAM FOR THE INNERCITY CHILD

PURPOSE: to extend the learning team concept of shared responsibility between teaching and support staff by providing opportunities for continuing communication in a learning environment.

TABLE OF CONTENTS:

May 1 ORIENTATION MEETING: MOTIVATING THE EDUCATIONALLY UNINVOLVED

Potrero Hill Junior High School and Teacher Learning Center

May 7 ESP WORKSHOP: EXPERIENCING SUCCESSFUL PERFORMANCE

For Impact Teams at Intermediate and Secondary Level with Followup Consultation with Harry Wong and Title VI Staff
May 13-17 and 27-31

May 8 WHAT'S HAPPENING IN LEARNING DISABILITIES

Sheraton Palace Hotel: five presentations, each presented twice, once in the morning and once in the afternoon. Each participant, therefore, chooses two of the following sessions:

EVALUATION DESIGNS

THE RESOURCE ROOM

LANGUAGE DEVELOPMENT

CURRENT TRENDS IN DIAGNOSIS

ADMINISTRATION AND TEACHERS

May 28 FOCUS ON PRIMARY EDUCATION

Teacher Learning Center: With Joyce Kohfeldt and Title VI Staff

THE SMORGASBORD SERIES: BACKGROUND INFORMATION

NOTE: Independent Study can be arranged by signing up with "Special Classes and Itinerant Services" during the Signup Period following Harry Wong's presentation.

ORIENTATION MEETING May 1, 1974 at 4:00 PM

Potrero Hill Junior High School

Mistress of Ceremonies

Juanita Smith
Elementary Counseling

THE SMORGASBORD SERIES

Fern Kelly, Supervisor
District Inservice Education

MOTIVATING THE EDUCATIONALLY HANDICAPPED

Harry Wong, Guest Speaker

ABOUT HARRY WONG: he is teacher, textbook author, and director of a curriculum project for the educationally uninvolved. He is in much demand as a speaker, already booked into 1975. His presentations often end with a standing ovation. His is a dynamic presentation expressing concern for and strategies for dealing with the uninvolved student. Mr. Wong is a practicing classroom teacher and director of the IDEAS AND INVESTIGATION IN SCIENCE PROJECT. His message, however, is equally applicable and relevant to all disciplines and grade levels.

AT 6:00 PM:

SMORGASBORD FOLLOWUP ACTIVITIES

Jane Anderson
Title VI-G Project Head

SIGNUP FOR SMORGASBORD ACTIVITIES

1. May 7: Intermediate and Secondary Levels

Jane Anderson
Betty Thomas

2. May 8: What's Happening in Learning Disabilities
(Open to 25 persons in each of 5 groups)

Elaine Wolfe Grady

3. May 28: Primary Education

Amy Eggers

*4. Special Classes and Itinerant Services

Jane Criner
Marcia Dunn

*Those signing up for the fourth activity will be involved in independent study using an approach to working on the aspects of mainstreaming as this applies to Special Education classes and itinerant services. Those who are interested may work as an independent team or elect to coordinate efforts with a larger group.

Marcia Dunn 928-7477

Jane Criner 863-4680
Ex. 287

CHINESE CUISINE at 6:30 PM at the Teacher Learning Center
1400 16th Street

**ESP WORKSHOP: EXPERIENCING SUCCESSFUL PERFORMANCE FOR IMPACT TEAMS AT
INTERMEDIATE AND SECONDARY LEVEL May 7, 1974 at Teacher Learning Center**

9:00 AM: this session, conducted by Harry Wong, is a first step in the
to development of work strategies for teams composed of support and
3:00 PM teaching staff. Mr. Wong will be aided by the following Title
VI staff members:

Jane Anderson

Marion Miller

Amy Eggers

Betty Thomas

Kathy Shimizu

Vic Milhoan

AREAS FOR EMPHASIS:

1. How to achieve a 95% Success Factor in the Classroom
2. Use of Contracts
3. Reducing the Dropout Rate
4. Techniques for Teaching Relevant Major Concepts
5. Importance of Teaching Styles
6. Developing Positive Self Concepts for Teachers and Students

FOLLOWUP:

Onsite consultation with Harry Wong will be available upon request during the weeks of May 13-17 and 27-31. Mr. Wong will work with both teachers and students in a learning context.

WHAT'S HAPPENING IN LEARNING DISABILITIES
May 8, 1974 at the Sheraton Palace Hotel

9:00-10:00 AM

Greeting

Charles Keaster, State Department
 Special Education

[Overview of California Title VI Learning Disabilities Projects: input
 from staff members from other areas within the State

10:00-12:00 SMALL GROUP MEETINGS: each of the five sessions listed below
 will be presented at the morning and the afternoon session. Each
 and participant will, therefore, be able to attend two of the five
 sessions listed directly below:

1:30-3:00

1.EVALUATION DESIGNS

Margaret Scheffelin
 California State Department of Education
 Sacramento, California

Dave Usan
 Project Director, Systematic Program
 Development for Educationally Handi-
 capped, Sacramento, California

2.THE RESOURCE ROOM

Joyce Kohfeldt
 Consultant for Leadership Training
 Institute, San Francisco, California

Lee Wiederholt
 Leadership Training Institute
 Department of Special Education
 College of Education, University of
 Arizona, Tucson

3.LANGUAGE DEVELOPMENT

Phyllis Newcomer
 Leadership Training Institute in
 Learning Disabilities, Department
 of Special Education, University
 of Arizona, Tucson

4.CURRENT TRENDS IN DIAGNOSIS

Donald D. Hammill
 Researcher, Austin, Texas

Harry Overline
 Associate Professor, California
 State University, Hayward, CA.

5.ADMINISTRATION AND TEACHERS

Jeanne McCarthy
 Leadership Training Institute,
 Department of Special Education
 College of Education, University of Arizona

FOCUS ON PRIMARY EDUCATION May 28, 1974 at Teacher Learning Center

9:00AM *Joyce Kohfeldt, Consultant, will be the workshop leader and will be aided by the following Title VI staff members:

to

3:00 PM

Amy Eggers

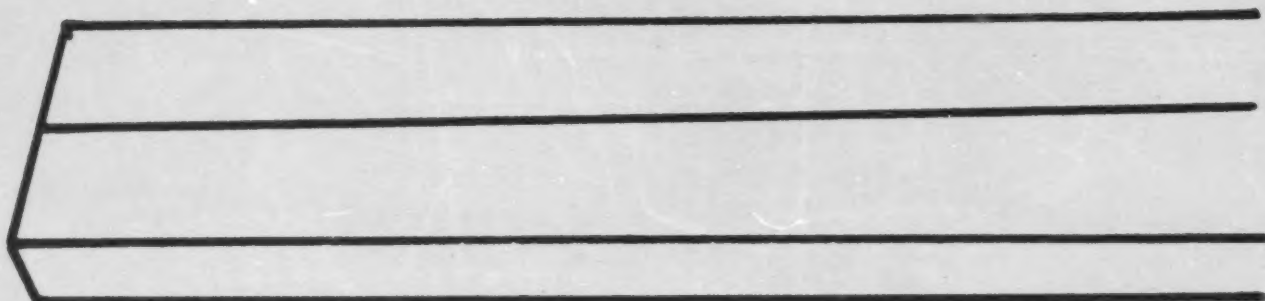
Marion Miller

Marilyn Stepney

PURPOSE: to plan for onsite implementation to begin May 29, 30, and 31. The areas to be covered are teacher-made materials, contracts, rewards, learning centers, resource room, learning games, self-concept games, individualized instruction, and inventory.

ANTICIPATED OUTCOMES: a basic working onsite plan for use at those schools represented by participants will be developed at this initial meeting. A part of the day will be given to a consideration of alternative approaches designed especially to meet the needs of individual participating schools.

*Joyce served as Title VI Project Head during the 1972-1973 school year
→ Phases I and II of the Smorgasbord Series were planned and implemented as part of the Title VI Inservice effort during that year.



THE SMORGASBORD SERIES

BACKGROUND: In the fall of 1973 the Project Head for Title VI-G reported to the Supervisor of District Inservice Education that numerous requests for an integrated inservice operation were being received from persons representing the various sectors within Special Education. These requests expressed a need for increased communication between Special Education Staff and between the General Education and Special Education staffs.

A Planning Committee called The Pupil Service/General Education Staff Development Committee representing the named areas, the Project Head for Title VI-G, and the Supervisor of District Inservice Education attended a series of planning meetings beginning in the early fall of 1973. The outcome of this planning was a two-session workshop called SMORGASBORD, designed as follows:

PHASE I

Purpose: exploring and operationalizing the skills of Pupil Service workers as a basis for future sharing of knowhow between Special and General Education staffs.

Place: Potrero Hill Junior High School **Time:** December 7 (4:00-7:00PM)
December 9 (9:00-12:00 Noon)

Format: 8 input centers scheduled so that 3 could be experienced each of the two sessions. At the close of each session check lists were completed which indicated which area participants would like to explore in depth for PHASE II. A video-tape documentary was made of the entire operation (27 minutes).

PHASE II: A majority of the participants indicated that they would like to explore in depth two of the original eight input sessions. The two chosen were MANAGING LEARNING ENVIRONMENTS and DIAGNOSTIC TOOLS.

PHASE III:

GOAL: to extend the learning team concept of shared responsibility between teaching and support staff.

OBJECTIVES:

1. to organize an orientation meeting designed to extend awareness among support and teaching staff of the need for communication relative to the learning process.
2. to organize teams composed of persons from support and teaching staff to work closely with youngsters at site level.
3. to bring together resources in personnel and materials in order to review and consolidate these into a relevant skills sequencing for practical application
4. to establish a schedule of release time, funded by Title VI-G, in order to allow freedom for collaboration between team members and for observation and demonstration activities.

5. to secure commitment for an ongoing team approach during 1974-1975 from workshop participants.
6. to monitor the effectiveness of this inservice design in increasing cooperation between support and teaching staff.

EVALUATION: Special Education/Pupil Personnel/General Education staff will monitor during 1974-1975 the degree of continuing team cooperation at school site level. Title VI-G staff will prepare a written report for distribution to the Superintendent, Board of Education Commissioners, the Office of District Inservice Education, the Office of Special Education and to participants in The SMORGASBORD SERIES: PHASE III. This monitoring effort will reveal whether the following stated OUTCOME has been achieved; namely, TO BRING ABOUT GREATER COLLABORATION BETWEEN SPECIAL AND GENERAL EDUCATION STAFF WORKING WITH SFUSD CHILDREN AS TEAMS IN ORDER TO IMPROVE EDUCATIONAL PROGRAMS.

PLANNING COMMITTEE: PHASE III

Jane Anderson	Project Head, Title VI, SFUSD
Mary Byrd	Zone I Administrator, SFUSD
Jane Criner	Bay Area Learning Center
Joe Dombek	BALC Consultant
Marcia Dunn	Speech Clinician, SFUSD
Amy Eggers	Resource Teacher, Title VI, SFUSD
Elaine Wolfe Grady	Supervisor, Pupil Personnel Services
Fern Kelly	Supervisor, District Inservice Education, SFUSD
Marybeth King	BALC Consultant
Bob Parina	District Secondary Counselor
Edith Paschal	Elementary Primary Counselor, SFUSD
Juanita Smith	District Elementary Counselor
Betty Thomas	Resource Teacher, Title VI, SFUSD
David Jamieson	Supervisor, Psychological Services

San Francisco Unified School District
Special Education Division

EH Model Project
Title VI-G

May 8

WHAT'S HAPPENING IN LEARNING DISABILITIES

9:00 - 10:00 Sheraton Palace Hotel

A. M. Greeting Charles Keaster, State Department, Special Education

Overview of California Title VI Learning Disabilities Projects

Small group meetings (sessions available 10:30 - 12:00 and 1:30 - 3:00 P. M.)

You may participate in two small group meetings.

Please indicate your choice No. _____ A. M. No. _____ P. M.

1. Evaluation Designs:

Margaret Scheffelin

California State Department of Education
Sacramento, California

Parlor G

Dave Uslan

Project Director (Systematic Program Development)
for Educationally Handicapped
Sacramento, California

2. The Resource Room:

Joyce Kohfeldt

Consultant for Leadership Training Institute
San Francisco, California

Parlor D

Lee Wiederholt

Leadership Training Institute
Department of Special Education
College of Education, University of Arizona
Tucson, Arizona

3. Language Development:

Phyllis Newcomer

Leadership Training Institute in Learning
Disabilities

Parlor E

Department of Special Education
College of Education, University of Arizona
Tucson, Arizona

4. Current Trends in Diagnosis: Donald D. Hammill

Researcher
Austin, Texas

Golden Gate

Harry Overline

Associate Professor
California State University
Hayward, California

5. Administration and Teachers: Jeanne McCarthy

Leadership Training Institute

49er Room - A.M.

Department of Special Education

California Room - P.M.

College of Education, University of Arizona
Tucson, Arizona

Name: _____

School: _____

APPENDIX G

Appendix G

PARENTAL INVOLVEMENT, COMMUNITY INVOLVEMENT, ADVISORY COUNCIL

Parental Involvement

There were 252 parents involved during the school year through inservice workshops, observation of classroom demonstrations, and actual participation in administering examinations.

Community Involvement

Several community-wide workshops were held, but attendance was not kept. One specific community organization (Health Department) attended a workshop and 32 medical staff attended.

Advisory Council

The original project (1971-72, 1972-73) proposed three levels of Advisory Councils (state-wide, local district, and technical). The third year project did not propose the continuance of the Advisory Councils since the third year was to evaluate the effectiveness of the five proposed objectives.

However, the local Advisory Council representing essentially the elementary and secondary instruction division and Pupil Personnel division provided coordination with regular education and support services and assisted in planning joint in-service programs.

The attached itemization presents in summary form the parent and community involvement.

PARENTAL INVOLVEMENT AND COMMUNITY INVOLVEMENT

<u>Role</u>	<u>Activity</u>
1. Learners	1. Presentation to Lawton P.T.A of Title VI-G Model Delivery System.
2. Audience	2. Title VI-G services to Lawton School.
3. Participators	3. On-site series of demonstrations, workshops, lectures in individualizing instruction to pupils with learning disabilities.
4. Participants	4. Workshop for Sunshine School P.T.A on individualized educational games and self-concept inventory.
5. Audience	5. Presentation to community members on services and functions of Title VI-G Model Delivery System.
6. Audience	6. Parents observing faculty demonstration of a science lesson presented by a consultant to the Title VI-G project at Second Community School, Noriega Home School, Potrero Hill.
7. Audience	7. Parents observing on-site demonstration of individualizing instruction for primary children, by a consultant to the Title VI-G project.
8. Participants	8. Parents participated with Title VI staff, Noriega Home School staff, P. A. Hearst School staff in administering Santa Clara Inventory of Developmental Tasks. Kindergarten pupils.
9. Learners	9. Community members attended Leadership Training Institute Workshop, "What's Happening in Learning Disabilities," Sheraton-Palace Hotel.
10. Learners-Audience	10. Workshop at Title VI-G Resource Center presented by a consultant to project, "Motivating the Uninvolved Learner."
11. Learners-Audience	11. Community members attended "Multi-media Happening" at Potrero Hill given by a consultant to Title VI-G project.

PARENTAL INVOLVEMENT AND COMMUNITY INVOLVEMENT

Continued

Page 2

<u>Role</u>	<u>Activity</u>
12. Audience	12. Members of the community attended workshop at San Francisco Medical Society office. Title VI-G staff member presented Self-concept Inventory. Title VI-G staff members were involved in all day Health Education Workshop.
13. Learners	13. Title VI-G staff worked with parents from replication district on educational games.
14. Discussion Group	14. On-site zone council meeting at Lawton School. Discussion of behavior modification techniques.
15. Discussion Group	15. Part communication groups at Lawton and Mark Twain Schools.
16. Presenter	16. Through observation, worked out an improved method of pupil-child communication. Lawton School.

APPENDIX H

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CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

FINAL EVALUATION REPORT

Submitted by

Theodore G. Alper, Ph.D.
and
Thomas E. Whalen, Ph.D.

Department of Educational Psychology
California State University, Hayward

July, 1974

with the assistance of

Susan Ewy, M.S.
and
Paul Gareis, B.A.

FINAL EVALUATION REPORT

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ABSTRACT

The report contained herein describes the evaluation design, instruments, and results for the Title VI-G project for the 1973-1974 academic year. An introductory section presents the calendar of events for the evaluation activities that were followed in this project. The next section includes a description of the target population and the design of the evaluation program.

The major body of the report is organized to follow the Title VI-G project objectives. Each of the major objectives and sub-objectives is presented. Descriptions of instruments, the times of their administration, the results, the discussion of results, and summary sections are also grouped according to the objectives they were intended to assess. A section of Appendices follows that provides a more in depth discussion of each of the instruments, their possible uses, and a sample of each of the evaluation instruments.

The results of the problem behavior assessments indicated that the largest changes observed were for primary level students (Grades 1-3). At higher levels the number of changes observed were significantly reduced in the problem behavior area.

The self-concept results indicated that few significant changes were obtained at any level. However, the children involved in the sample already had generally positive attitudes towards learning prior to the inception of the study. When a comparison was made between the teacher's assessment of a student's self-concept and the student's own rating of that variable a low relationship was found for these two measures. This indicates that future evaluations should continue to assess the pupil's own feelings in order to obtain accurate information.

The grade level measures of academic change showed significant increases for 7 of 9 variables assessed. Specific criterion references measures of reading increased for 15 of the 27 areas assessed, while in math significant increases were only noted for 8 of 60 possible areas. The largest changes were observed for the intermediate group (Grades 4-6) on the academic measures. Very few, if any, students were found to have achieved competency in any of the basic skill areas when their scores were compared with previously determined standards of proficiency. Therefore in almost all cases the pupils involved in this study need further remediation.

The competency ratings of the Special Teachers indicated they were at a moderate to a high level of skill in both instruction and assessment areas. The results of all of the Special Teacher assessments indicated a careful needs assessment need to be initiated prior to the inception of any in-service training program. Very little correspondence was noted in the expressed needs of the teachers for future training and the areas perceived by the project staff as needing follow-up.

The competency ratings of the Regular Teachers indicated they improved their proficiency in the target skill areas but did not achieve the level necessary for independent utilization of the skills they were trained in. Again, a careful needs assessment of both the needs perceived by the Regular Teachers and the goals of the project staff is indicated by the data. This would lead to a better pinpointing of training areas so as to provide skills the regular teachers' both want and need to know.

Overall the data indicated that the project was successful in making progress towards the goals as stated by the proposal. In no area

was a perfect score achieved but definite movement was recorded and significant changes were obtained on some measures in all areas.

SUMMARY

Systematic changes in pupil performance through the treatment period were not perceived by teachers in the three school levels. In general, teachers perceived pre-treatment student performance considerably below grade level, and there were discrepancies in the higher grades. The significant changes which did occur were not consistent across grade levels and were not always in a positive direction. The intermediate level children were somewhat mixed, and secondary children, with the exception of handwriting, regressed further in perceived grade level standing. Pre-post correlations indicated that reading, written language, arithmetic, and spelling skills were rated consistently by teachers. These coefficients ranged from .43 to .88 across all grade levels.

Introduction

The evaluators (Alper and Whalen) were first hired in May 1973, to consult with the Title VI-G Project Staff in the San Francisco Unified School District. During a period of about one month we helped the staff to finalize its evaluation activities for the second project year and to begin planning a full-fledged evaluation design for the third year.

In September, 1973, the evaluators were again retained for the purpose of further refinement of the evaluation design and the development of specific measurement instruments for collecting data. Each evaluator spent 10 consultation days during the fall quarter in these activities.

In December, 1973, we were asked by the Office of Program Evaluation, California State Department of Education, to submit a proposal for the entire evaluation of the Title VI-G Project. This proposal was accepted with further modification in February, 1974, at which time we employed Susan Ewy as onsite evaluation coordinator and Paul Gareis as a data processing assistant.

During the month of February all pretest instruments were finalized and pre-intervention data were collected during the first two weeks of March. Development of all post-test instruments was also begun in February and was completed by April 15, 1974. This phase of evaluation activity resulted in an instrument package which consisted of 20 separate forms, some of which were unique to the project and others which were modified from existing standardized or informal inventories.

After the instructional intervention period, which began during the middle of March and finished during the last week of May, we collected, with the assistance of the project staff, all post-intervention data. The data were then quantified, processed, and analyzed during the months of June and July, 1974.

The evaluators would like to acknowledge the cooperation and assistance provided by the Title VI-G Project Staff. This evaluation effort could not have been brought to fruition without the extensive efforts of all concerned. We hope that these efforts can be built on by other educators concerned with the education of the exceptional child.

Evaluation Design

The model used was, for the most part, a one-group pre-test-post test design. In some instances only post-test data were collected and analyzed due to the fact that project interventions had commenced prior to the evaluators' official appointment as evaluation supervisors.

During our initial work with the project, we suggested the possibility of using one or more control groups in the evaluation design. However, due to a number of constraints, this was not possible.

Sample

The children served by the project were located in 14 schools - 11 in San Francisco, 2 in Oakland, and 1 in Marin County. Academic, behavioral, and affective data were collected from 107 children in these schools. They ranged in grade level from the second through the tenth grade. There were 33 children at the primary level, 26 at the upper elementary level, and 31 at the secondary grade level. The children were largely males and a significant number were from minority ethnic groups. About three-fourths of the students were males; there were 64 Blacks, 34 Caucasians, 5 Spanish, and 4 Asians.

Data were also collected from a large number of teachers and administrators in the San Francisco schools. Fifty-seven regular and special teachers, and 12 administrators and support staff responded to various instruments designed to measure their competency levels and reactions to the project.

Data Analysis and Interpretation

Student data were grouped into three grade levels, 1-3, 4-6, and 7-12. All data collected on a pre-post basis were analyzed through the use of a correlated t-model, which tests for the significance of mean differences between measurements while correcting for possible correlation between means.

Post-test-only data were analyzed through the use of frequency counts, means, percentages, and comparisons with established referents. In most cases, analyses were made of all instrument items, rather than just on total scores. The use of asterisks in Tables denotes t-values, or correlation coefficients significant at or beyond the .05 level. The numbering of tables is consistent with the number of project objectives and the assignment of alphabet characters to instruments. For instance, Table A1.1b provides summary data collected with the Form A for Objective 1.1 and on intermediate level children (grades 4-6).

Data collection instruments are found in the appendices. Each is preceded by a brief description of the instrument with suggestions for appropriate use, and with information concerning the psychometric properties of the instrument, if known.

OBJECTIVE ONE

Enhancement of Behavior and/or Academic Skills for Pupils with Learning Disabilities and/or Behavioral Disabilities.

- 1.1 What are the changes in the number, intensity, and frequency of purposeful and non-purposeful behavior in the classroom?

Four instruments were designed for the purpose of measuring this objective: Student or Class Referral Form (A), Pupil Observation Form (High Frequency Behavior - B), Pupil Observation Form (Low Frequency Behavior - C) and Contract Counts (D).

Of the four instruments, only one was fully developed in time for pre-and post-measurement. This was the referral form. Thus, the data from this instrument will provide the bulk of evidence with which to evaluate objective 1.1. Some information was collected, also, on the use of behavioral or academic contracts between teachers and children. These contract results will be presented following the results of the Behavioral referral data.

Problem Behavior

The first section of the referral form contains 16 items measuring problem behavior. Examples are out of seat, yelling out, and running around the room. For each pupil referred to the project, a teacher was asked to fill out the referral form by rating each problem behavior on a 4-point scale as high, medium, low, or never occurring. At the end of the intervention period, the teacher again rated the child's behavior. Score distributions were then analyzed by comparing pre- and post-intervention levels by use of a t-test for correlated measures.

The same procedure was used for the second part of the form which dealt with work-related student behavior. This section was represented by such items as: attends class, stays on task, works independently, follows directions, etc. Since these items represent positive behavior, the scale values were reversed so that on both sections of this instrument, a score of 4 means the most positive level of behavior, and a score of 1 indicates the most extreme of negative behavior.

Results

Primary Level, Grades 1-3

Of the 16 problem behaviors on the referral form, the most frequent problem according to teachers' ratings was out of seat behavior. The mean rating on this item for all primary children was 2.03, indicating a medium frequency of out of seat behavior for most children. The behavior which showed least frequent occurrence was item 11, destroys others' property. The mean for this item on the pre-intervention ratings was 3.44, indicating a group average about midway between low occurrence and never occurring on the 4-point scale. Most of the items were rated on the average between medium and low occurrence. Only 4 of the items were rated between low and no occurrence. These were 9, 10, 11, and 15, which referred to stealing, destroying property, and lying.

The post intervention results (Table A1.1a) show remarkable improvement in reducing pupils' problem behaviors. A total of 13 behaviors showed improvement, and seven of these were statistically significant at the .05 level. These behavior were (1) out of seat,

(2) yelling out, (3) running around room, (4) hitting and pushing, (7) complains, (8) fighting, and (16) temper tantrums. One of these, out of seat behavior, showed improvement beyond the .001 level of significance.

On Part II of the referral form dealing with work-related student behavior, there were also several significant improvements in behavior for primary children. Items 6 and 7 showed improvement beyond the .05 level of significance. These items dealt with the child's being able to work independently and working as a member of a group. Items 9, 11, and 12, attempting difficult work, taking pride in work, and organizing materials and work, were all significantly improved beyond the .001 level of significance. All other items in Part II showed the same degree of improvement with the exception of item 1, attends class, which was rated slightly lower on post-measurement.

Table A1.1a

Changes in Problem Behavior and Work-Related Classroom
Behavior Among Primary Level Children

Item	N	Pre-Test		Post-Test		Mean Difference	Correlation	t-ratio
		Mean	SD	Mean	SD			
1 (I-1)	26	2.03	.95	2.50	.86	-0.46	.80	4.04 *
2 (I-2)	25	2.36	1.15	2.72	.89	-0.36	.67	2.09 *
3 (I-3)	25	2.76	1.16	3.24	.83	-0.48	.57	2.49 *
4 (I-4)	25	2.48	1.08	2.80	.81	-0.32	.72	2.13 *
5 (I-5)	25	2.56	.91	2.68	.94	-0.12	.50	.64
6 (I-6)	24	2.41	1.01	2.41	1.05	.00	.55	.00
7 (I-7)	25	2.16	1.10	2.64	.75	-0.48	.51	2.49 *
8 (I-8)	25	2.48	1.12	2.92	.81	-0.44	.54	2.28 *
9 (I-9)	24	3.37	1.01	3.54	.77	-0.16	.61	1.00
10 (I-10)	24	3.33	.70	3.25	.89	.08	.69	.62
11 (I-11)	25	3.44	.71	3.36	.99	.08	.41	.41
12 (I-12)	25	2.96	1.01	3.16	.89	-0.20	.78	1.54
13 (I-13)	25	2.88	1.20	3.12	1.05	-0.24	.73	1.44
14 (I-14)	25	2.64	1.22	2.92	1.22	-0.28	.56	1.23
15 (I-15)	25	3.00	1.04	3.24	.96	-0.24	.61	1.36
16 (I-16)	25	2.48	1.19	2.92	.99	-0.44	.52	2.03 *
17 (II-1)	25	3.92	.27	3.72	.67	.20	.31	1.54
18 (II-2)	25	2.44	.71	2.80	.95	-0.36	.25	1.73
19 (II-3)	25	2.76	.87	2.92	.90	-0.16	.54	.94
20 (II-4)	25	2.48	.77	2.68	.85	-0.20	.62	1.41
21 (II-5)	24	2.50	.83	2.79	.97	-0.29	.50	1.57
22 (II-6)	25	2.44	.71	2.84	.89	-0.40	.50	2.44 *
23 (II-7)	25	2.44	.82	2.84	.80	-0.40	.42	2.30 *
24 (II-8)	14	2.28	.82	2.42	1.01	-0.14	.39	.52
25 (II-9)	24	1.91	.77	2.41	.88	-0.50	.75	4.15 *
26 (II-10)	25	2.72	.93	2.92	.86	.09.20	.43	1.04
27 (II-11)	25	2.80	.81	3.60	.64	-0.80	.23	4.38 *
28 (II-12)	24	1.87	.53	2.62	.92	-0.75	.33	4.09 *
29 (II-13)	25	2.60	.76	2.76	.83	-0.16	.63	1.16
30 (II-14)	25	1.84	.80	2.16	.94	-0.32	.53	1.87
31 (II-15)	25	2.64	.81	2.88	.72	-0.24	.34	1.36
32 (II-16)	25	2.64	.86	2.80	.76	-0.16	.64	1.16

Intermediate Level, Grades 4-6

Among upper elementary pupils, problem behaviors were not viewed as seriously by the teachers. Seven of the 16 behaviors received mean ratings above 3.00 at time of referral indicating low occurrence frequencies for fighting, stealing, destruction of property, talking back to teacher, lying, and temper tantrums.

The post-intervention data (Table A1.1b) shows significant change on only one problem behavior, item 15, excludes self from activity outside class. This behavior was significantly reduced at the .01 level, indicating that by the end of the year students were participating in outside class activities at higher levels than before.

Among the work related behaviors, Part II, teachers viewed items 9 and 12 as the most serious problems. These dealt with attempting difficult work and organizing materials and work. Class attendance was rated highest of all items, a mean of 3.41, indicating that teachers perceived this as less of a problem than anything else. All other items had mean ratings of between 2.00 and 3.00 at referral time, indicating low to medium occurrence frequencies for the work-related behaviors. The post-intervention results show eleven improvements in student behavior. However, none of these were significant statistically.

Table A1.1b)
Changes in Problem Behavior and Work Related Classroom
Behavior Among Intermediate Level Children

Item	N	Pre-Test		Post-Test		Mean	Correlation	t-ratio
		Mean	SD	Mean	SD	Difference		
1	(I-1)	25	2.32	1.10	2.40	1.15	-.08	.52
2	(I-2)	26	2.69	1.39	2.57	1.10	.11	.53
3	(I-3)	25	2.34	.85	2.84	1.02	.00	.00
4	(I-4)	26	2.69	.88	2.69	1.08	.00	.00
5	(I-5)	26	2.07	.97	2.23	1.06	-.015	.63
6	(I-6)	23	2.17	1.02	2.34	.93	-.017	.73
7	(I-7)	25	2.68	1.02	2.60	1.15	.08	.51
8	(I-8)	26	3.07	.97	3.00	.69	.07	.35
9	(I-9)	26	3.80	.40	3.73	.53	.07	.49
10	(I-10)	26	3.6	.63	3.50	.90	.11	.41
11	(I-11)	25	3.68	.55	3.64	.63	.04	.24
12	(I-12)	26	3.42	.94	3.46	.76	-.003	.60
13	(I-13)	25	3.48	.71	3.24	.77	.24	.68
14	(I-14)	26	2.03	1.03	2.30	1.19	-.026	.47
15	(I-15)	25	2.32	.94	2.92	1.11	-.060	.57
16	(I-16)	26	3.50	.98	3.42	.70	.07	.43
17	(II-1)	24	3.41	.82	3.37	.92	.04	.35
18	(II-2)	26	2.19	.84	2.07	.89	.11	.50
19	(II-3)	26	2.26	.66	2.30	.92	-.003	.57
20	(II-4)	26	2.23	.76	2.26	.87	-.003	.56
21	(II-5)	25	2.00	.76	2.12	.78	-.012	.62
22	(II-6)	26	2.23	.81	2.34	.89	-.011	.49
23	(II-7)	25	2.28	.79	2.28	.73	.00	.43
24	(II-8)	23	2.08	1.04	2.04	.87	.04	.59
25	(II-9)	26	1.65	.62	1.88	.71	-.023	.44
26	(II-10)	26	2.57	1.02	2.57	.90	.00	.70
27	(II-11)	26	2.50	.76	2.61	.75	-.011	.62
28	(II-12)	26	1.96	.91	2.30	.83	-.034	.32
29	(II-13)	25	2.40	.64	2.60	.95	-.020	.67
30	(II-14)	26	2.07	.84	2.23	.99	-.015	.64
31	(II-15)	26	2.80	.80	2.96	.77	-.015	.31
32	(II-16)	26	2.53	.81	2.57	.90	-.003	.54

Secondary Level, Grades 7-12

Among the older children in the project samples, problem behaviors are much less frequent as viewed by teachers. Eight of the 16 behaviors received mean ratings of 3.00 or above at referral time. This indicated that such behaviors as hitting and pushing, fighting, stealing, destruction of property, talking back, lying, and temper flare-ups, were of generally low frequency.

In Part II of the referral form, more concern was shown by teachers for needed improvement in work-related behaviors. Only one item received a mean rating above 3.00, attends class. Thus all other work-related behaviors were viewed as having only low to medium occurrence.

Table A1.1c gives the results for the pre- and post-intervention ratings. Only one item on both parts of the instrument changed significantly over time. This was item 11, Part I, destroys others' property. There was a significant reduction in this behavior by the end of the year.

Table A1.1C

Changes in Problem Behavior and Work-Related Classroom
Behavior Among Intermediate Level Children

Item	N	Pre-Test		Post-Test		Mean Difference	Correlation	t-ratio
		Mean	SD	Mean	SD			
1 (I-1)	11	2.36	1.12	2.63	.92	-0.27	1.62	1.00
2 (I-2)	11	2.54	1.03	3.00	1.00	-0.45	.57	1.61
3 (I-3)	11	2.63	1.20	3.00	.89	-0.36	.83	1.78
4 (I-4)	11	3.45	.52	3.27	.64	.18	.78	1.49
5 (I-5)	11	2.72	.90	2.45	.52	.27	.71	1.39
6 (I-6)	10	2.80	.78	2.90	.31	-0.10	.35	.42
7 (I-7)	11	2.54	.93	2.36	.92	.18	.32	.55
8 (I-8)	11	3.54	.52	3.54	.52	.00	1.00	.00
9 (I-9)	10	3.30	1.05	3.50	.70	-0.20	.81	1.00
10 (I-10)	11	3.63	.50	3.36	.67	.27	.42	1.39
11 (I-11)	11	3.09	.94	3.45	.52	-0.36	.92	2.39 *
12 (I-12)	11	3.00	1.00	2.90	.94	.09	.74	.43
13 (I-13)	9	3.11	.60	3.22	.44	-0.11	.36	.55
14 (I-14)	11	2.27	1.34	2.45	1.29	-0.18	.95	1.49
15 (I-15)	8	2.25	1.16	2.50	1.06	-0.25	.80	1.00
16 (I-16)	11	3.72	.64	3.90	.30	-0.18	.37	1.00
17 (II-1)	11	3.18	.87	3.27	.64	-0.09	.78	.55
18 (II-2)	11	2.72	.78	2.45	.52	.27	.57	1.39
19 (II-3)	11	2.63	1.02	2.81	.60	-0.18	.36	.61
20 (II-4)	11	2.81	.75	2.81	.87	.00	.70	.00
21 (II-5)	11	2.90	.70	2.90	1.04	.00	.53	.00
22 (II-6)	11	2.81	.75	2.72	.90	.09	.36	.31
23 (II-7)	11	2.63	1.12	2.54	.93	.09	.87	.55
24 (II-8)	2	2.50	2.12	2.50	2.12	.00	1.00	2.00
25 (II-9)	11	2.81	.87	2.45	.82	.36	.54	1.49
26 (II-10)	11	2.72	.78	2.72	.78	.00	.58	.00
27 (II-11)	11	2.90	1.13	2.90	.70	.00	.61	.00
28 (II-12)	11	2.27	.90	2.45	.82	-0.18	.49	.69
29 (II-13)	11	3.00	.63	3.00	.44	.00	.35	.00
30 (II-14)	11	2.36	1.02	2.63	1.12	-0.27	.82	1.39
31 (II-15)	11	2.90	.83	2.90	.83	.00	.56	.00
32 (II-16)	11	3.00	1.09	2.72	.90	.27	.80	1.39

Summary

It is evident from Tables Al.la, Al.lb, and Al.lc that the project had its greatest apparent impact on primary level children. At that level there were many significant improvements in both problem behavior and work-related classroom behavior. However, at succeeding higher age levels, the number of significant changes in behavior drops dramatically.

It is interesting to note that the pre-post item correlations at all age levels are very high on the average. An average of 26 of 32 items at each level show pre-post correlations significant at the .05 level or beyond. This would seem to indicate that teachers are quite consistent in their rating behavior over time, and that the instrument is reliable enough to produce accurate measures of student classroom behavior.

Contract Count (D)

The contracts employed by the project staff during the intervention period were analyzed by the evaluation staff following the ending of the school year. Form D (see appendix for description) was utilized to record the type of contract (verbal or written), duration of contract, academic area of contract or behavioral area of contract, schedule of rewards, type of reward, and the success or failure of the student to meet the contract. This form allowed the evaluation staff to analyze the contract results without interpreting the original documents themselves.

The sample of contracts analyzed was 18 overall. This indicates that either very few contracts were utilized by the project staff or that the project staff was not consistent in their record keeping on Form D. The following list describes the major outcomes of the contract count analysis.

1. Demographics of Contracts Sample--
 - a. 14 of the contracts were written for males and 4 for females.
 - b. 4 were from the primary level, 4 from the intermediate, 6 from the junior high level, and 4 from the senior high level.
2. Contract Formal-- 61% of the contracts were written; all the rest were verbal in format.
3. Contract Content-- 67% of the contracts were written to change the inappropriate behaviors of the students. 33% of the contracts were designed to increase academic performance.
4. Type of Reward and Schedule-- 67% of the contracts used tangible rewards and all of the rest used a combination of privileges and free time. 50% used a fixed ratio schedule, 44% used a fixed interval schedule, and 6% used a combination (fixed-ratio, fixed-interval).

5. Contract Time Length-- The duration of the contracts was from one week to five months.
6. Contract Success-- 78% of the contracts were successful overall in that the student met the goal and received the reward. All of the non-successful contracts were written at the secondary level. They all focused on changing the student's inappropriate behaviors and none of them used tangible rewards.
7. Use of Behavioral Principles in Contracts--
 - a. All of the contracts utilized positive reinforcement.
 - b. None of the projects suggested that any baseline data was gathered prior to the contract being initiated.
 - c. None of the contracts suggested the use of shaping of the response requirements for reinforcement.
 - d. None of the contracts provided evidence that the schedule of reinforcement was systematically leaned out over time.

The analysis of the data indicates that when used and reported the contracts were successful over 75% of the time. The major question is since there were so few contracts recorded on Form D we may be analyzing an unrepresentative sample. The unsuccessful contracts might not have been reported by the project staff. The contracts' content indicates that they were used as behavioral control devices in a majority of the cases. Therefore contracts were not systematically applied as part of regular academic task assignments. This is further backed up by the duration of the contracts which was one week or more in all cases. Rather than utilizing small rewards continuously for improvement they seem to have been employed for only gross changes. All of the comments in point 7 also lead on to make the conclusion that the project staff either did not know the underlying behavioral principles of contracting, or were forced to violate them by the pressures of the real

classroom. The contracts as reported in this section are poorly designed and would lead to only momentary control rather than long lasting behavior changes. They all seem to violate the idea of starting where the child is and moving along with him by reinforcing improvement.

1.2 What are the changes in pupil self-concept?

This objective was evaluated through the use of two instruments, the Inferred Pupil Self-concept by Teacher (Form E) and the Pupil Self-concept Inventory (Form F). Originally, both of these instruments were intended for use on a pre-post basis. However, Form E, the teacher rating instrument, was not completed before some of the pretesting with Form F had already taken place. Thus, a decision was made to utilize the Pupil Self-concept Inventory (F) as the primary measure of change for objective 1.2. The Inferred Pupil Self-concept by Teacher (Form E) was utilized on a post-test only basis for the purpose of determining to what extent pupils and teachers agreed with one another on a specific subset of items dealing with the pupils' attitudes toward school activities. In this section, the results of the pupil self-report ratings are presented first followed by the teacher ratings of pupils' attitudes.

Pupil Self-concept Inventory (F)

This instrument, shown in the appendix, contains 33 items classified in 5 separate categories: (1) About Me, (2) About School and Learning, (3) Me and My Teachers, (4) Other Grownups and Me, and (5) Me and My Family. This instrument can be administered in paper and pencil fashion, or it can be used in the form of a game. The game utilizes a board similar to monopoly, a deck of cards for each player, a pair of dice, and four cups decorated with smiling and frowning faces. The child rolls a die and moves a piece around the board. He draws cards from his deck and reads, or the administrator reads to him, the statements on each card. The statements correspond to the items on

the printed form of the instrument. After reading the card, the child places it in one of the four cups corresponding to the 4-point measuring scale of affect. In the present study, most children were administered the instrument in game form and played with one or two other children. The only restriction placed on this type of administration was that a child had to play the game with the same number of children on both the pre-session and post-session, though the individuals did not have to be the same. The reason for this was to attempt to control for any "socialization" effect which might be present. A further research study should be done to determine if children respond differently with different numbers of children playing the game, or whether they respond differently by taking the inventory alone as a paper and pencil exercise.

Results

Primary Level, Grades 1-3:

Table Fl.2a gives the results for the primary level children. There were 26 children in this group, although some children did not respond to all items on the inventory either on the pre- or post-administration. This is reflected in Table Fl.2a by somewhat fluctuating N's across the 33 items.

In the About Me category, pupils felt rather good about their appearance (item A-1), somewhat unhappy about being alone (item A-2), and when unsure about what people wanted them to do (item A-3). They felt very unhappy if someone hollers at them (item A-4). All of these feelings were elicited during the pre-intervention phase and did not change markedly after intervention.

In the About School and Learning category, there were 15 items concerning many different phases of school activities. Surprisingly, pupils indicated some measure of happiness on 12 of these items on the pre-test. Only on items B-2, B-12, and B-13, reading aloud, being late for class, and being asked to stay after school, were they somewhat unhappy (as a group). Only one item in this category showed a significant group change at the end of the intervention period. This was item B-6: going to art time. Even though students had a high initial liking for this activity at time of pre-testing, their pleasure in art work increased even more after intervention.

In the category, Me and My Teachers, most pupils indicated some degree of pleasure about their relationships with their teacher. The one exception to this was item C-5, if teacher visited my home, which caused them mild displeasure. On the other hand, pupils as a group, were extremely pleased to have their teacher come to their desks. After intervention, there were minimal changes on these items, none reaching a significant level.

The fourth category, Other Grownups and Me, showed one significant change over time. This was item D-3, seeing your counselor. Children changed from mild to considerable pleasure in seeing their "counselor" after intervention. Since primary level children do not have counselors, it can only be assumed that they associated this title with the Title VI-G staff person who worked with them.

There was also one significant change in the fifth item category, Me and My Family. Item E-4, playing with your brothers and sisters, showed a significant change in a positive direction. Before intervention, children were mildly happy about playing with their siblings.

This changed to much more pronounced happiness after intervention.
Interestingly, all other items in this category also showed positive,
though not significant, changes over time.

Table F1.2a
Changes in Pupil Self-Concept for Primary Level

Item	N	Pre-Test		Post-Test		Mean Difference	Correlation	t-ratio
		Mean	SD	Mean	SD			
1 (A-1)	26	3.19	1.06	3.19	1.16	-0.03	.09	.12
2 (A-2)	26	2.34	1.23	2.03	1.18	.30	-0.03	.90
3 (A-3)	26	2.00	.97	1.96	.95	.03	0	.14
4 (A-4)	26	1.65	1.01	1.26	.53	.38	-0.11	1.63
5 (B-1)	25	3.40	.81	3.16	1.17	.24	.32	1.00
6 (B-2)	25	2.32	1.21	2.48	1.22	-0.16	.31	.55
7 (B-3)	25	2.92	1.22	2.96	1.09	-0.04	-0.12	.11
8 (B-4)	25	3.16	1.10	3.00	1.22	.16	.15	.52
9 (B-5)	25	2.96	1.24	2.88	1.30	.08	.02	.22
10 (B-6)	25	3.40	1.00	3.88	.33	-0.48	-0.22	2.13
11 (B-7)	25	3.56	.91	3.32	1.02	.24	.33	1.06
12 (B-8)	25	3.32	1.06	3.36	1.07	-0.04	.04	.13
13 (B-9)	23	3.17	1.02	3.30	1.01	-0.13	.33	.53
14 (B-10)	23	3.30	1.10	3.52	.94	-0.21	.14	.77
15 (B-11)	23	3.04	1.26	2.78	1.16	.26	.31	.88
16 (B-12)	25	2.12	1.16	1.96	1.17	.16	.49	.67
17 (B-13)	25	1.96	1.24	1.72	1.20	.24	.18	.76
18 (B-14)	25	3.16	1.31	3.08	1.32	.08	-0.00	.21
19 (B-15)	25	2.76	1.33	2.88	1.26	-0.12	.59	.51
20 (C-1)	25	3.04	.97	2.88	1.12	.16	-0.10	.50
21 (C-2)	25	3.16	1.02	3.16	1.10	.00	.12	.00
22 (C-3)	25	2.40	1.19	2.04	1.24	.36	.21	1.18
23 (C-4)	25	2.72	1.27	2.88	1.23	-0.16	.53	.65
24 (C-5)	25	2.96	1.24	3.16	1.10	-0.20	.49	.84
25 (C-6)	25	3.24	1.16	3.48	.96	-0.24	-0.06	.76
26 (D-1)	25	2.96	1.17	2.84	1.21	.12	.11	.37
27 (D-2)	25	2.68	1.18	2.68	1.31	.00	-0.12	0
28 (D-3)	21	3.14	1.19	3.80	.51	-0.66	-0.03	2.32
29 (E-1)	25	2.24	1.26	2.68	1.31	-0.44	.12	1.28
30 (E-2)	25	2.76	1.23	3.00	1.15	-0.24	.14	.76
31 (E-3)	25	3.40	1.04	3.56	.71	-0.16	.07	.65
32 (E-4)	25	3.16	1.14	3.68	.55	-0.52	.41	2.48
33 (E-5)	25	3.48	1.00	3.76	.52	-0.28	-0.24	1.12

Intermediate Level, Grades 4-6:

The results for the upper grade elementary children are quite different from their younger peers. Whereas the primary children showed significantly positive changes on three items, the older children had four significant changes in a negative direction, and only 6 changes in a positive direction on the entire instrument. On items B-2, B-3, C-3, and E-1, the children as a group felt significantly less happy after intervention. These items dealt with reading aloud, doing written work, doing homework, and having the teacher talk to parents. It would appear that these children were feeling the pressure of the intensive project intervention at post-test time to a much greater extent than the younger children. This situation is somewhat in accord with observations by the evaluators, that intermediate level schools received more intensive help from the project staff than other levels (see objective 4 following).

Another thing which must be considered in the interpretation of these data is that in general, intermediate children responded at higher affective levels on the pre-test than did primary children. Thus, to some extent, at least, there is a ceiling effect operating with some of the items. On fully 26 out of 33 items the intermediate children scored higher than primary children on the pre-test.

A similar phenomenon was present with respect to a comparison between the intermediate children and a group of comparably aged children in a Marin County replication school. In this comparison, the San Francisco children scored higher on 24 of the 33 pretest items. It is difficult, without further research to adequately explain these differences. But it seems that the Pupil Self-concept Inventory does discriminate between

children of differing backgrounds to some degree. This situation is brought out further in the results for the secondary pupils which follow.

Table F1.2b
Changes in Pupil Self-Concept for Intermediate Level

Item	N	Pre-Test		Post-Test		Mean	Correlation	t-ratio
		Mean	SD	Mean	SD	Difference		
1 (A-1)	25	3.64	.75	3.40	.86	.24	.02	1.03
2 (A-2)	25	2.60	1.19	2.28	1.10	.32	.28	1.16
3 (A-3)	25	2.20	1.00	2.16	.80	.04	-0.35	.13
4 (A-4)	24	1.70	.80	1.58	.58	.12	-0.08	.59
5 (B-1)	25	3.08	1.18	2.92	.99	.16	.49	.72
6 (B-2)	25	2.76	1.16	2.08	1.07	.68	.18	2.36
7 (B-3)	25	3.32	.94	2.40	.91	.92	.28	4.12
8 (B-4)	25	3.08	1.03	3.04	1.01	.04	.23	.15
9 (B-5)	25	3.00	1.08	2.60	1.11	.40	.41	1.68
10 (B-6)	25	3.64	.86	3.48	.91	.16	.80	1.44
11 (B-7)	24	3.66	.76	3.54	.88	.12	.66	.90
12 (B-8)	25	3.76	.66	3.76	.83	.00	.79	.00
13 (B-9)	25	2.88	1.20	2.92	1.11	-0.04	.73	.23
14 (B-10)	25	3.28	1.02	3.36	.90	-0.08	.33	.35
15 (B-11)	25	3.16	1.02	2.76	1.16	.40	.34	1.58
16 (B-12)	24	2.20	1.06	2.29	.99	-0.08	.14	.30
17 (B-13)	22	2.04	1.04	1.81	1.05	.22	.09	.75
18 (B-14)	25	3.52	.71	3.56	.76	-0.04	.28	.22
19 (B-15)	24	2.91	1.05	2.91	1.05	.00	.22	.00
20 (C-1)	25	3.04	1.13	2.60	.91	.44	.13	1.62
21 (C-2)	25	3.36	.81	3.00	1.08	.36	.23	1.51
22 (C-3)	25	2.24	1.12	1.68	.94	.56	.46	2.58
23 (C-4)	25	2.88	1.09	2.60	1.15	.28	.19	.97
24 (C-5)	25	2.68	1.21	2.44	1.26	.24	.31	.82
25 (C-6)	25	3.52	.77	3.28	.84	.24	.34	1.29
26 (D-1)	24	3.29	.99	2.95	.95	.33	.60	1.88
27 (D-2)	24	2.83	1.09	2.83	1.20	.00	.24	.00
28 (D-3)	23	3.26	1.13	3.26	.96	.00	-0.10	.00
29 (E-1)	25	2.84	1.28	2.28	1.20	.56	.67	2.79
30 (E-2)	25	3.00	1.08	2.64	1.25	.36	-0.15	1.01
31 (E-3)	25	3.60	.81	3.48	.71	.12	.27	.64
32 (E-4)	24	3.58	.88	3.70	.55	-0.12	.72	1.00
33 (E-5)	25	3.60	.76	3.72	.67	-0.12	-0.06	.56

Secondary Level, Grades 7-12:

Among the junior and senior high school students there were only two significant changes from pre- to post-intervention scores. These were items A-2 and A-3, being alone, and not being sure what people want you to do. The first of these items showed a more positive post-intervention attitude toward being alone. The second change was in the other direction. At the end of the year, students felt significantly less happy when they were not sure what other people wanted them to do.

Other changes for the secondary students were generally mixed between positive and negative directions and were of a magnitude which did not reach statistical significance at the .05 level. A check of the results between the three different levels of students showed that considerable differences existed between group means on the pre- and post-tests for a large number of items. Although an analysis of variance was not performed, it appears that items B-1, B-5, C-2, C-3, C-4, C-5, D-2, E-1, and E-2, would probably generate significant F values indicating a strong difference in absolute affective levels between the three age levels of children.

Table Fl.2c
Changes in Pupil Self-concept for Secondary Level

Item	N	Pre-Test		Post-Test		Mean	Correlation	t-ratio
		Mean	SD	Mean	SD	Difference		
1 (A-1)	12	3.25	.62	3.16	.57	.08	.12	.36
2 (A-2)	12	2.41	.99	2.83	.93	-0.41	.76	2.15
3 (A-3)	12	2.33	.88	1.75	.62	.58	.32	2.24
4 (A-4)	12	1.58	.79	1.66	.77	-0.08	.63	.43
5 (B-1)	12	2.08	1.16	2.50	1.00	-0.41	.74	1.82
6 (B-2)	12	2.33	.98	2.08	.90	.25	.68	1.14
7 (B-3)	12	2.66	1.07	2.50	.52	.16	.16	.51
8 (B-4)	12	2.83	1.26	2.91	.99	-0.08	.56	.26
9 (B-5)	12	2.08	.99	2.41	.79	-0.33	.52	1.30
10 (B-6)	12	3.66	.65	3.58	.66	.08	.69	.56
11 (B-7)	12	3.16	1.02	3.16	.93	.00	.72	.00
12 (B-8)	12	2.91	1.16	3.16	.93	-0.25	.59	.89
13 (B-9)	12	2.33	1.15	2.50	1.00	-0.16	.55	.56
14 (B-10)	12	2.91	1.16	2.91	.99	.00	.38	.00
15 (B-11)	12	2.91	.90	2.83	.93	.08	.73	.43
16 (B-12)	12	2.66	1.07	2.50	1.16	.16	.43	.48
17 (B-13)	12	1.41	.66	1.41	.90	.00	-0.16	.00
18 (B-14)	12	3.25	1.05	3.75	.45	-0.50	.33	1.73
19 (B-15)	12	3.00	.85	3.00	.95	.00	.22	.00
20 (C-1)	12	2.75	.86	2.58	.79	.16	.36	.61
21 (C-2)	12	2.66	.77	2.83	.83	-0.16	.18	.56
22 (C-3)	12	1.66	1.07	1.58	.66	.08	.16	.24
23 (C-4)	12	1.66	1.07	1.66	1.07	.00	.21	.00
24 (C-5)	12	1.66	.88	2.08	.90	-0.41	.37	1.44
25 (C-6)	11	3.18	.98	3.18	.87	.00	.65	.00
26 (D-1)	12	2.25	.86	2.58	.66	-0.33	.51	1.48
27 (D-2)	12	3.33	.98	3.16	.93	.16	.72	.80
28 (D-3)	12	2.91	1.08	2.66	.77	.25	.50	.89
29 (E-1)	12	2.25	.86	2.50	.90	-0.25	.63	1.14
30 (E-2)	12	1.66	.88	1.91	1.08	-0.25	.25	.71
31 (E-3)	12	3.58	.66	3.58	.90	.00	.89	.00
32 (E-4)	11	3.45	.68	3.45	1.03	.00	.66	.00
33 (E-5)	11	3.45	1.03	3.54	1.03	-0.09	.95	1.00

Summary

Because of the relative few number of significant changes among the three levels of children, and the fact that these changes were by no means uniform across levels, it is tempting to say that the instrument itself produces erratic and unreliable data. However, two facts mitigate against this as the sole conclusion. First, a pilot study was conducted with the instrument using non-project fifth grade students in San Francisco (see the appendix). This was a test-retest reliability study over a two week time period. Though this study showed that several items on the inventory are fairly unstable, in the main, it showed that the instrument has a fair degree of stability over time. Secondly, an analysis of the pre-post item correlations for the project data show a similar finding, at least at the higher age levels. Among the secondary students, 19 of 33 items had pre-post correlations ranging from .50 to .96. At the primary level, this figure dropped to 2 of 33 items with correlations above .50. There are two possible reasons for this extreme difference in stability across levels: (1) the younger children, in general, had a much longer time between the administration of the pre- and post-tests than did the older children, (2) it is likely that self-concept, as a psychological construct is much more fixed and less amenable to change among older children.

In conclusion, it cannot be said with any certainty that the Title VI-G project had a strong impact on children's attitudes toward school and learning. What does seem to be apparent from this study, however, is that LD children's attitudes toward education are not

drastically low to begin with." The great majority of children in this sample appear to have relatively healthy attitudes toward learning already, at least as measured by the instrument employed here. This finding tends to be in accord with some other recent studies which investigated differences in affective levels between minorities, disadvantaged children, and middle class white pupils. Perhaps the time has come to stop worrying so much about students self-esteem and to concentrate more on raising their basic skill levels.

Inferred Pupil Self-Concept
Rating by Teacher (E)

As mentioned previously, this instrument was not available for use during the pre-intervention phase of the project. Thus, data were not collected on children at the time of their referral. The results presented here are for post-intervention ratings made by teachers of their pupils' attitudes toward school and themselves.

Form E requires that the teacher make an assessment of a child's attitudes in 7 categories: (1) being in school, (2) being around teachers, (3) arithmetic, (4) reading, (5) homework, (6) his or her appearance, and (7) overall scholastic ability (his or hers). The first six items are rated on a 4 point like-dislike scale. Item 7 was rated on a 4-point scale going from "quite confident" (4 points to "lacking confidence" (1 point).

The reason for collecting and analyzing the data from Form E was largely for research purposes. Since each of the seven items on this form was keyed to an equivalent item on Form F, the Pupil Self-concept Inventory, it would be possible to determine (1) if teachers' ratings were in agreement with pupils' own ratings, and, therefore (2) whether future project evaluation efforts could rely solely on indirect self-concept data provided by teachers.

In order to interpret the findings of this study, it is necessary to refer to Figure E1.2. This figure shows the items from Form E along with the matched item from Form F, the Pupil Self-concept Inventory. It will be noted that there are substantial differences in the working of some pairs of items between instruments. This was intentional, but, of course, created a potential source of error in measurement of specific

attitudes. However, one of the intentions of this study was to determine the relative robustness and strength of attitudes and their associated behavior patterns. In other words, we were interested in finding out, for instance, if a student's attitude toward taking a test (B5) was related to his teacher's perception of his overall scholastic ability (item 7, Form E).

Results

Table E1.2 gives the results of item comparisons at the primary, intermediate, and secondary levels. The coefficients of correlation at all levels are extremely low, and quite often even negative. None of the coefficients indicates statistical correlation at the .05 level of significance. Thus it can be concluded that teachers' perceptions of students' attitudes do not correspond to the self-reported attitudes of the students, themselves. It is also interesting to note that at each level there are one or more item pairs which differ from one another in elevation, i.e., the mean rating given by the teachers is significantly higher or lower than the pupil mean rating. This is further evidence that, in this single study at least, teachers do not appear to be able to correctly infer the child's attitudes toward themselves and their school environment. Obviously, future program evaluations must continue to gather self-concept data directly from students; inferential teacher ratings will not suffice.

Figure E1.2
Item Pairs from Forms E and F

Teacher Items (E)	Pupil Items (F)
Item No.	Item No.
6. His or her appearance	A.1 When you look in a mirror
1. Being in school	B.1 Coming to school in the morning
4. Reading	B.2 Reading aloud
3. Arithmetic	B.4 Doing arithmetic
7. Overall scholastic ability	B.5 Taking a test
2. Being around teachers	C.2 Being around my teachers
7. Overall scholastic ability	C.4 Teacher shows your work to class
5. Home work	E.1 Doing home work

Note: Item 7 (Form E) was paired with two items, B.5 and C.4 on Form F.

Table E1.2
Correlations of Item-pairs from the Pupil Self-concept Inventory (F)
and the Inferred Pupil Self-concept Rating by Teacher (E)

	<u>Item Pairs</u>	<u>N</u>	<u>Correlation</u>	<u>Mean Difference</u>	<u>t-ratio</u>
Primary Level	A.1 6	27	.17	-0.03	.15
	B.1 1	27	.14	.40	1.65
	B.2 4	26	-0.00	.88	3.05 *
	B.4 3	26	.36	.00	.00
	B.5 7	26	-0.18	-0.42	1.18
	C.2 2	26	-0.31	.53	1.97
	C.4 7	26	-0.18	-0.50	1.43
	E.1 5	25	-0.19	-0.16	.42
Intermediate Level	A.1 6	25	-0.19	-0.68	2.65 *
	B.1 1	25	.18	-0.04	.17
	B.2 4	25	.34	.64	2.97 *
	B.4 3	24	-0.27	-0.58	1.77
	B.5 7	25	-0.13	-0.56	1.73
	C.2 2	24	.05	-0.08	.31
	C.4 7	25	.15	-0.56	1.97
	E.1 5	24	-0.32	-0.87	2.83 *
Secondary Level	A.1 6	10	-0.02	.00	.00
	B.1 1	12	.15	-0.16	.41
	B.2 4	12	.28	.33	1.07
	B.4 3	12	.25	-0.75	2.01
	B.5 7	12	.14	-0.25	.76
	C.2 2	12	-0.04	.00	.00
	C.4 7	12	.24	.50	1.39
	E.1 5	12	.00	-0.33	1.00

Note: A positive mean difference indicates the teacher ratings were more positive.

1.3 What are the changes in pupil academic performance?

This objective was viewed by the evaluators and also by the project staff to be of relatively greater importance than most other project objectives. For this reason, it was assessed through the use of many different instruments and procedures. This section will give the results of six separate measures of academic performance (see Forms G, H, I, J, K, and L in the appendix).

Teacher Rating of Pupil Academic Performance

In addition to collecting data on actual student achievement, it was felt that the teacher's perception of a student's progress was also an important dimension of the project's impact on teachers; thus a short rating instrument was designed to collect such information. This instrument (Form G) was administered on a pre-post basis. It contains eight subject areas: (1) reading, (2) oral language, (3) written language, (4) arithmetic, (5) spelling, (6) handwriting, (7) science, and (8) social studies. Each teacher was asked to assess a student's ability in these areas at time of referral to the project and again at the end of the intervention period (end of school year). The ratings were made on a 4-point scale anchored to grade level standing. A student whose perceived performance was "more than 2 grades below" his current grade level was given a score of 1. A score of 2 was assigned a rating "below grade level." A rating of "within grade level" received 3 points. And performance "above grade level" merited 4 points on the scale.

Results

Primary Level, Grades 1-3

Teachers perceived written language performance as the weakest of the academic areas measured. Their average rating of 1.56 indicated average performance close to two years below grade level for the 16 children in this sample. Their highest rating was for oral language ability, which received an average rating of 2.47 at time of referral. This indicated that teachers viewed the children somewhat below grade level in this area but not too far below. All other pre-intervention ratings were between these two extremes, mostly hovering around 2.00, with the exception of reading which received a 1.64 mean rating. To summarize, then, most children were rated "below grade level" in most areas with the exception of written language and reading which approached two levels below, and oral language which was just slightly below grade level.

The post-intervention ratings showed positive changes on 3 items: reading, written language, and science; negative changes on 2 items: oral language and spelling; and no changes at all on 3 items: arithmetic, handwriting, and social studies. Only one of these changes was statistically significant at the .05 level, and that was in a negative direction. Oral language was rated as significantly poorer on the post-intervention scores. It should be noted that this item had the lowest pre-post correlation, indicating that it is probably less reliably measured than most performance areas. Thus, this significant negative change should probably not receive much emphasis.

Table G1.3a

Pre- Post-Intervention Changes in Teachers' Perceptions
of Primary Pupils' Academic Behavior

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean Difference</u>	<u>Correlation</u>	<u>t-ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
Reading	17	1.64	.70	1.76	.75	-0.11	.77	1.00
Oral Language	17	2.47	.79	2.00	.61	.47	.38	2.42 *
Written Language	16	1.56	.62	1.62	.71	-0.06	.79	.56
Arithmetic	17	2.11	.69	2.11	.69	.00	.48	.00
Spelling	17	1.88	.60	1.82	.80	.05	.72	.43
Handwriting	16	2.06	.68	2.06	.77	.00	.75	.00
Science	16	2.12	.71	2.18	.65	-0.06	.51	.36
Social Studies	16	2.18	.75	2.18	.65	.00	.60	.00

Intermediate Level, Grades 4-6:

It is interesting to note (Table G1.3b) that on all measures teachers' ratings of intermediate pupils averaged about on-half point lower than for primary pupils. This would seem to agree with past research which has shown that LD children tend to fall further behind their classmates at each succeeding level. These pre-intervention ratings, which average between 1.26 and 1.80, reflect teacher perceptions of pupil performances which is generally close to two or more years below grade level.

The post test data indicated perceived positive changes on seven of the eight items. Only spelling changed in a negative direction, and then only very slightly. One of the positive changes, arithmetic, was significant at the .05 level; and two other changes, reading and written language, approached statistical significance.

Table G1.3b
Pre- Post-Intervention Changes in Teachers' Perceptions
of Intermediate Pupils' Academic Behavior

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean Difference</u>	<u>Correlation</u>	<u>t-ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
Reading	26	1.30	.54	1.46	.50	-0.15	.61	1.69
Oral Language	25	1.80	.81	2.00	.86	-0.20	.23	.96
Written Language	26	1.26	.45	1.38	.49	-0.11	.76	1.80
Arithmetic	26	1.46	.58	1.76	.71	-0.30	.55	2.54 *
Spelling	25	1.36	.56	1.32	.47	.04	.63	.43
Handwriting	26	1.53	.64	1.69	.73	-0.15	.27	.94
Science	24	1.66	.70	1.75	.73	-0.08	.42	.52
Social Studies	24	1.58	.65	1.70	.75	-0.12	.36	.76

Secondary Level, Grades 7-12

The pre-intervention ratings for secondary pupils (Table G1.3c) show further reductions in relative performance for math, handwriting, science, and social studies. These four items, in fact, are seen as the poorest academic areas for the students in the sample. Average ratings on these items and on most others reflect general academic performance more than two grade levels below the norm for these children.

Post test data showed relative gains on only one performance area, handwriting. This improvement, represented by a mean increase from 1.20 to 1.70, was statistically significant beyond the .05 level. Five other items showed some change from pre- to post-measurement, but all were in a negative direction. Reading, oral language, written language, arithmetic, and spelling all showed slight decrements in relative performance. The science and social studies items showed no mean changes.

Table Gl.3c
Pre- Post-Intervention Changes in Teachers' Perceptions
of Secondary Pupils' Academic Behavior

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean Difference</u>	<u>Correlation</u>	<u>t-ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
Reading	11	1.45	.93	1.18	.40	.27	.81	1.39
Oral Language	11	1.81	.98	1.45	.68	.36	.43	1.30
Written Language	11	1.27	.64	1.09	.30	.18	.88	1.49
Arithmetic	11	1.18	.40	1.00	.00	.18		1.49
Spelling	11	1.27	.90	1.18	.40	.09	.67	.43
Handwriting	10	1.20	.63	1.70	.48	-0.50	.21	2.23 *
Science	9	1.11	.33	1.11	.33	.00	1.00	.00
Social Studies	9	1.11	.33	1.11	.33	.00	-0.12	.00

Summary

Systematic changes in pupil performance were not perceived by teachers in the three school levels. In general, teachers perceived initial student performance considerably below grade level, and this relative measure worsened as children progressed through the grades. The significant changes which did occur were not consistent across grade levels and were not always in a positive direction. The intermediate level children were somewhat mixed, and secondary children, with the exception of handwriting, regressed further in perceived grade level standing. Pre-post correlations indicated that reading, written language, arithmetic, and spelling skills were measured consistently by teachers. These coefficients ranged from .48 to .88 across all grade levels. Thus, it is probable that the small number of significant changes noted in the data was not primarily due to the unreliability of the measurement procedure.

Work Samples (H)

A random selection of work samples was analyzed by the project evaluators following the conclusion of the school year. Forty-four separate samples were selected for the analysis. All of the samples, except one, were in the arithmetic and reading areas. Our inspection of the samples revealed that their utility as an evaluation device was very limited. They were structured tasks, requiring prescribed responses, but the complexity and size of assignment varied greatly from pre- to post-intervention. Teacher evaluations of the work samples were not very systematic and were only made infrequently. Therefore, we had a great deal of difficulty in defining any meaningful improvement index for the data presented. The use of work samples for both feedback in instruction and as evaluation instruments in the Title VI-G project was not well enough defined to produce any meaningful data. The major conclusion that can be made based upon the data in the work samples is that much more structure is needed to make them worthwhile evaluation devices. Also, the project staff indicated that work samples should be formative measurement devices and should be required at least once every two weeks to serve as feedback both to the referring teacher and the consulting project staff member.

Wide Range Achievement Test: Reading, Math, and Spelling

Insert Table II. 1. 3a

The results of the pre-post WRAT achievement test scores for primary students are presented in Table I. 1. 3a. All of the increases for reading, arithmetic, and spelling were significant. The primary students were involved in the project for an average of 6 and one-third months. Their progress during this time was 6.2 months in reading, 7.6 months in spelling, and 6.2 months in arithmetic. This indicates that while in contact with the project interventions, the students gained at least one month achievement for one month of instruction. This result is a favorable one in light of the student's lower rate of achievement prior to the project. The correlations between pre- and post scores were all significant indicating that the changes observed were consistent across this group.

Insert Table II. 1. 3b

The pre-post WRAT achievement test scores are presented for intermediate students in Table I. 1. 3b. All of the improvements for reading, spelling, and math were significant. The intermediate students were involved with the project for a period of 7 months. Their progress during this time was 7.2 months in reading, 9.3 months in arithmetic, and 4.1 months in spelling. Their gains while in contact with the project were

Table II.3a

N's, Means, Standard Deviations, Correlations, Difference Scores and
Critical Ratios of Pre-Post Wide Range Achievement Tests
for the Primary Students

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean</u>	<u>Correlation</u>	<u>Critical</u> <u>Ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Difference</u>		
Reading Grade	26	1.71	.95	2.33	1.07	-0.62	.79	4.88 **
Spelling Grade	26	1.38	1.15	2.13	.91	-0.75	.56	3.92 **
Arithmetic Grade	26	2.00	1.07	2.61	1.01	-0.61	.75	4.28 **
Day of Administration	26	50.53	49.15	174.88	4.76	-115.34	-0.54	11.33

KEY: * = indicates a statistically significant difference = .05
 ** = indicates a statistically significant difference = .01

Table II.3b

N's, Means, Standard Deviations, Correlations, Difference Scores
and Critical Ratios of Pre-Post Wide Range Achievement
Tests for Intermediate Students

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean Difference</u>	<u>Correlation</u>	<u>Critical Ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
Reading Grade Level	26	2.28	.90	3.00	1.21	-0.72	.89	6.48 **
Spelling Grade Level	26	2.00	.57	2.41	.84	-0.41	.78	4.01 **
Arithmetic Grade Level	25	2.85	.83	3.78	.85	-0.93	.55	5.84 **
Day of Administration	26	41.30	30.36	172.11	1.63	-130.80	-0.08	21.83

KAY: * = indicates a statistically significant difference = .05

** = indicates a statistically significant difference = .01

Table II.3c
N's, Means, Standard Deviations, Correlations, Difference Scores
and Critical Ratios of Pre-Post Wide Range Achievement
Tests for Junior High-High School Students

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean Difference</u>	<u>Correlation</u>	<u>Critical Ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
Reading Grade Level	23	4.28	2.04	4.53	1.81	-0.24	.81	.99
Spelling Grade Level	21	3.39	1.01	3.85	1.03	-0.46	.77	2.84 **
Arithmetic Grade Level	17	4.39	1.28	4.71	1.03	-0.31	.79	1.66
Day of Administration	24	100.58	55.12	169.37	4.44	-68.79	.31	6.25

KEY: * = indicates a statistically significant difference = .05
 ** = indicates a statistically significant difference = .01

over one-month achievement for one-month of instruction for both reading and arithmetic. In these two areas student achievement rate was above that observed prior to project intervention. The inter-test correlations were significant indicating the changes observed were consistent across the group.

Insert Table I.1.3c

The pre-post WRAT achievement test scores for the junior high and high school students are presented in Table I.1.3c. The spelling grade level change was the only significant increase observed for the student group. The junior high-high school students were in contact with the project for 3 and two-thirds months. Their progress during that time was 2.4 months in reading, 4.6 months in spelling, and 3.1 months in arithmetic. Their rate of change approached or exceeded one-month gain for one-month instruction for both the spelling and arithmetic scores. The rate in these areas of achievement was well above the student achievement rate prior to the project. The pre- and post-achievement test scores were highly correlated indicating that the changes observed in all areas were consistent across students.

Summary

The WRAT scores improved significantly for 7 out of 9 variables measured pre-post across the student groups. The achievement gain ratio was equal to or exceeded one month's achievement for one month's instruction for 7 of 9 variables as well. All pre-post measures were significantly correlated indicating that when changes occurred they were consistent across the student groups. Both the primary and intermediate groups made the largest gains overall but they also were

involved with the project for a much longer time (3 and two-thirds months vs. 6 months). As all of the pupils involved with the project were to some degree below grade level their increased achievement per-month was a favorable outcome. Both the intermediate and junior-high school students were still well below grade level expectancies at the end of the program. This is not the fault of the project but indicates that more time must be allocated for intervention in order to close such a large achievement gap. It is also possible that catching up with peers may be an unrealistic goal for all students. Instead we might work towards mastery of survival academic skills.

Rated Assessment: Reading and Math

Introduction

The rated assessment tasks in reading and math were administered pre- and post- project intervention. Rate of response was determined by dividing the number of correct and error responses separately, by the number of minutes taken to complete the task. A correct and error rate per-minute is presented in the table for each of the tasks.

Every table includes information as to the specific tasks assessed by level, sample size, pre- and post- mean correct rate, pre- and post- mean error rate, pre- and post-standard deviations, correlations between the pre- and post-measures, the mean difference between the pre- and post-measures, the critical ratio, significance level of the change, the percentage of correct responses, and the accuracy ratio.

The discussion of the data reviews the significant or nearly significant shifts in the data. All the data were analyzed to determine if a mastery level had been achieved. Mastery levels are rates of correct and error response that indicate a student has achieved proficiency in a specific skill area. When mastery is reached no further training is necessary. Tables of mastery levels are provided in the Appendix. The mean correct and error values for each skill were compared to the mastery level prescribed on the tables.

The accuracy ratios are also presented in order to provide information as to the relation between correct and error rates. Accuracy ratios are calculated by dividing the larger of the rates by the smaller of the rates. The percentage of accuracy is then determined by dividing the correct rate-minute by the total number of responses

made per-minute (correct rate + error rate). For example, if the correct rate is 2/minute and the error rate is 1/minute accuracy ratio would be $2/1 = 2$ and the percentage of accuracy would be $2/3$ or 66 $2/3\%$. If the correct rate is larger, then the accuracy ratio assumes a times function which is denoted by an X (in our example, we would have a 2X). If the error rate is larger, then the accuracy ratio assumed a divide-by function which is denoted by an $\div$. (If errors were 2/minute and correct rate was 1/minute the accuracy ratio would be $\div 2$).

In the discussions which follow, results from the rated assessment of oral reading using a form of the Gilmore Oral Reading Test (see Form L in the Appendix) are incorporated under the overall results for reading achievement, objective J1.3 immediately following.

Rated Assessment - Reading (Form J)

Insert Table J1.3a (Part One & Part Two, Pg. 51-52)

The results of the pre-post rated assessments of oral reading skills for the primary students are presented in Table J1.3a (Part One & Part Two). Significant increase in the correct rate was obtained for alphabet recognition. Decreases in the error rates were significant for reading 4-letter-mixed-medial vowel words and dolch sight words. The decrease in error rate for 5-letter-mixed-medial-vowel words also approached significance. There were highly significant correlations between correct rate measures (pre-post) indicating that the changes observed in this variable were consistent across the treatment group. Error rate correlations were also high for the area in which a significant change was observed, again indicating a consistency of change in

this area across the treatment group. None of the specific skills were at a mastery rate. Accuracy ratios and percentage of accuracy improved for 6 or 7 variables assessed. This indicates that students improved in accuracy of response as well as speed of response. The oral reading level of the primary group overall was at the 2.1 grade level. Their oral reading rate at this level was only 32 correct - 9 errors / minute. These levels indicate that a great deal of remediation remains to be done in all of the reading areas. Proficiency has not been reached in any of the reading subskills nor in reading in context.

Insert Table J1.3b (Part one & Part Two, Pg. 54)

The data from the pre-post assessments of oral reading skills for intermediate students is presented in Table J1.3b (Part One & Part Two). Significant increases in correct rates were obtained for all reading sub-skill areas including alphabet reading, 3-, 4-, and 5-letter-mixed-medial-vowel words. A significant reduction in the error rate of 3-letter-mixed-vowel words was also obtained. All the correct rate results were significantly correlated from pre to post. The correlation for the pre-post error rate results was also high in the area in which a significant change was observed. This decrease was also consistent across the treatment group as well. None of the specific subskills were at a mastery rate. Both the accuracy ratio and the percentage of accuracy improved for all six variables assessed. Therefore improvements in accuracy accompanied increases in rate for all of the reading areas.

Table J1.3a (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores
and Critical Ratios of Pre-Post Rated Assessments in
Reading for Primary Students

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean Difference</u>	<u>Correlation</u>	<u>Critical Ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
Alphabet	C 24	48.41	23.83	55.54	24.92	-7.15	.90	3.25 **
Recognition	E 24	3.58	2.61	3.00	2.76	.58	.59	1.17
3-Letter Mixes- Medial Vowel								
Words	C 19	10.68	16.26	11.05	13.30	-0.36	.94	.28
	E 19	7.15	4.42	5.21	3.39	1.94	.21	1.70
4-Letter Mixed- Medial Vowel								
Words	C 9	11.44	18.14	9.77	8.77	1.66	.87	.44
	E 9	6.77	3.73	3.22	1.78	3.55	-0.02	2.54 *
5-Letter Mixed- Medial Vowel								
Words	C 5	12.20	12.77	15.40	13.72	-3.20	.92	1.35
	E 5	11.20	7.59	5.00	2.54	6.20	.71	2.28
Dolch	C 23	39.00	26.68	44.69	24.68	-5.69	.62	1.22
Words List	E 23	7.21	5.96	3.91	2.72	3.30	.41	2.91 **
Oral Reading	G 22	2.04	1.32	2.13	.94	-0.09	.91	.69
in Context	C 22	26.68	24.77	32.59	22.28	-5.90	.78	1.75
	E 22	8.18	4.47	7.50	3.80	.68	.46	.73

KAY: C = correct reate/minute

E = error rate/minute

G = grade level

* = indicates a statistically significant difference = .05

** = indicates a statistically significant difference = .01

Table J1.3a (Part Two)
Accuracy Ratios and Percentages of Accuracy for the Rated
Assessments in Reading of Primary Students

<u>Variable</u>	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>
Alphabet Recognition	X13.8	93	X18.5	95
3- Letter Mixed-Medial Vowel Words	X1.5	60	X2.13	68
4- Letter Mixed-Medial Vowel Words	X1.7	63	X3.04	75
5-Letter Mixed-Medial Vowel Words	X1.1	52	X3.08	75
Dolch Words	X5.4	84	X11.43	92
Oral Reading Rate	X3.3	77	X4.35	81

The oral reading level for the intermediate group was at the 2.4 grade level. Their oral reading rate at this level was 53 correct - 77.7 errors / minute. These levels are well below the grade level expectancies for these students. The rates on the specific reading subskills and the reading-in-context rate both indicate remediation must be continued.

Insert Table J1.3c (Part One & Part Two, Pg. 56,57)

The pre-post rated assessment data for the junior high-high school students is presented in Table J1.3c (Part One & Part Two). There were significant increases in the correct rate for 3 and 5 letter-mixed-medial-vowel words, and words read in context. The correct rate increase for 4 letter-mixed-medial vowel words and words read in context also were very close to being significant. The pre-post correlations for all phonic subskills were significant. Therefore, the changes observed were consistent across all members of the group. Accuracy ratios and percentages of accuracy improved for 5 of 6 variables assessed. In almost all cases improvements in speed of response was associated with improvements in accuracy. The oral reading level for the junior high-high school group was the 4.4 grade level. At this level their oral reading rate was 83 words correct - 4.5 errors/minute. The oral reading rate obtained by this group approaches a mastery level (100 words correct - 0-1 errors/minute) for words read in context. Other reading subskills were below a mastery rate.

Table J1.3b (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores and
Critical Ratios of Pre-Post Rated Assessment of Reading
for Intermediate Students

Item	N	Pre-Test		Post-Test		Mean Difference	Correlation	Critical Ratio
		Mean	SD	Mean	SD			
Alphabet	C 25	69.80	16.41	75.04	17.33	-6.34	.69	2.35 *
Recognition	E 25	3.40	5.35	1.56	1.52	1.84	.16	1.73
3-Letter Mixed- Medial Vowel Words	C 25	19.64	13.75	24.04	14.79	-4.40	.92	3.85 **
4-Letter Mixed- Medial Vowel Words	C 21	14.38	13.09	17.95	12.79	-3.57	.90	2.94 **
	E 21	9.42	6.62	7.90	8.09	1.52	.49	.93
5-Letter Mixed- Medial Vowel Words	C 15	11.66	10.62	17.66	15.23	-6.00	.93	3.51 **
	E 15	6.46	4.85	4.66	2.89	1.80	.60	1.80
Dolch	C 25	49.24	23.15	52.88	25.50	-3.64	.72	1.00
Words List	E 25	7.12	5.73	6.32	5.11	.80	.18	.57
Oral Reading	G 26	2.38	.89	2.46	.81	-0.07	.95	1.44
in Context	C 26	51.00	27.72	53.61	29.20	-2.61	.88	.95
	E 25	7.00	6.29	7.68	5.58	-0.68	.25	.46

KEY: C = correct rate/minute
E = error rate/minute
G = grade level

* = indicates a statistically significant difference = .05
** = indicates a statistically significant difference = .01

Table J1.3b (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated
Assessments in Reading of Intermediate Students

<u>Variable</u>	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>
Alphabet Recognition	X20.5	95	X48.74	98
3-Letter Mixed-Medial Vowel Words	X2.0	67	X3.38	77
40 Letter Mixed-Medial Vowel Words	X1.5	60	X2.27	69
55 5-Letter Mixed-Medial Vowel Words	X1.8	64	X3.79	79
Dolch Words	X6.9	87	X8.37	89
Oral Reading Rate	X7.3	88	X6.98	87

Table J1.3c (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores
and Critical Ratios of Pre-Post Rated Assessments in
Reading for Junior High-High School Students

Item	N	Pre-Test		Post-Test		Mean Difference	Correlation	Critical Ratio
		Mean	SD	Mean	SD			
Alphabet	C 21	86.14	20.03	81.85	18.06	-1.71	.92	1.03
Recognition	E 21	2.52	2.27	1.09	1.99	1.42	.57	3.29 **
3-Letter Mixed-								
Medial Vowel	C 27	30.51	20.19	35.25	18.01	-4.74	.94	3.56 **
Words	E 27	12.85	6.52	8.07	5.60	4.77	.56	4.32 **
4-Letter Mixed-								
Medial Vowel	C 26	30.42	21.05	33.65	21.52	-3.23	.90	1.77
Words	E 26	13.26	6.74	10.15	6.29	3.11	.42	2.26 *
5-Letter Mixed-								
Medial Vowel	C 22	22.04	14.74	27.50	16.78	-5.45	.95	4.78 **
Words	E 22	14.54	7.76	11.00	6.53	3.54	.59	2.54 **
Dolch	C 27	75.18	19.63	73.14	24.38	2.03	.55	.49
Words List	E 27	4.51	4.96	5.11	15.61	-0.59	-0.07	.18
Oral Reading	G 24	4.33	2.05	4.37	2.08	-0.04	.99	1.00
in Context	C 25	74.20	31.18	81.96	30.74	-7.76	.78	1.92
	E 25	6.76	3.83	4.48	3.59	2.28	-0.05	2.11

KEY: C = correct rate/minute
E = error rate/minute
G = grade level

* = indicates a statistically significant difference = .05
** = indicates a statistically significant difference = .01

Table J1.3c (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated
Assessments in Reading of Junior High-High School Students

<u>Variable</u>	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>
Alphabet Recognition	X34.13	97	X80.20	99
3-Letter Mixed-Medial Vowel Words	X2.37	70	X4.32	81
4-Letter Mixed-Medial Vowel Words	X2.29	70	X3.31	77
5-Letter Mixed-Medial Vowel Words	X1.52	50	X2.50	71
Dolch Words	X16.64	94	X14.31	93
Oral Reading Rate	X10.98	92	X18.29	95

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Summary

The results show that significant changes were found for 15 of the 27 measures of oral reading subskill across the treatment groups. Accuracy ratios and the percentages of accuracy improved for 17 of 18 variables assessed. This indicates that the students improved in both their speed and accuracy of responding. They read both more rapidly and made fewer errors proportionately.

The intermediate and junior high-high school students' data produced a majority of these changes. This could indicate that the reading approaches presented by the project staff are more effective with older and more retarded readers but regression towards the main could also be used to explain the results. As the older students were more regressed from their respective mean groups, larger changes could be expected from the older group as well.

The average scores obtained on all of the measures across all of the groups were below mastery levels. Mastery levels indicate when training is no longer needed and are defined by a combination of correct and error rates (Alper, 1973; 1974). Their oral reading levels were also well below expectancy for all of the groups. Remediation procedures should be continued for a majority of students involved in this program.

Rated Assessment - Math (Form K)

Insert Table Kl.3a (Part One & Part Two, Pg. 60,61)

The results of the pre-post rated math assessment of primary students are presented in Table Kl.3a (Part One & Part Two.) Correct rate increases were significant for number reading 0-100, counting sets of dots 0-9, and subtraction remainders 1-18. There were no significant decreases in error rates, but reductions in errors did occur in 7 of the 8 variables assessed. The correlations between pre-post correct rate data were significant for 6 of 8 areas. The changes observed in the correct rates were, therefore, fairly consistent across the treatment groups. Accuracy ratios and the percentages of accuracy increased in 7 of 8 cases. This indicates that students improved in speed of response as well as accuracy of response for a large majority of the variables. In no case did the average correct-error rate obtained for any of the variable approach a mastery level. Training in all variables should therefore, be continued for a majority of the members of the group.

Insert Table Kl.3b (Part One & Part Two, Pg. 62,63)

Table Kl.3b (Part One & Part Two) presents the results of the pre-post rated assessments of math skills for intermediate students. There were significant increases in the correct rates for number reading 0-100, double-digit addition with carrying, and double-digit subtraction with borrowing. None of the incorrect rates showed a significant increase or decrease. The correlations between pre- and

Table K1.3a (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores and
Critical Ratios of Pre-Post Rates Assessments in Math
for Primary Students

Item	N	Pre-Test		Post-Test		Mean Difference	Correlation	Critical Ratio
		Mean	SD	Mean	SD			
Oral Counting 0-20	C 25	48.16	21.60	49.96	22.81	-1.80	.83	.70
	E 25	6.56	8.30	5.20	4.68	.36	.74	1.18
Oral Counting 1-100	C 22	28.59	14.13	33.40	13.83	-4.81	.86	3.07 **
Counting Sets 0-9	C 25	19.76	7.16	23.40	7.04	-3.64	.79	3.97 **
	E 25	.92	2.08	.24	.83	.68	.10	1.57
Addition Sums 1-18	C 24	9.25	7.64	10.16	7.60	-0.91	.77	.86
	E 24	3.54	5.42	2.58	3.78	.95	.07	.73
Double Digit Addition- Carrying	C 11	9.09	7.02	9.63	7.90	-0.54	.39	.21
	E 11	3.54	6.25	2.45	3.61	1.09	.11	.52
Subtraction Remainders 1-18	C 22	6.27	4.07	7.40	4.51	-1.13	.83	2.13 *
	E 22	5.72	8.82	3.72	6.32	2.00	.81	1.82
Double Digit Subtraction- Borrowing	C 8	1.87	2.74	3.25	2.96	-1.37	.61	1.55
	E 8	3.50	6.11	2.37	3.06	1.12	.36	.55
Single Digit Multiplication	C 5	7.20	3.19	8.20	4.38	-1.00	.10	.43
	E 5	2.60	3.97	11.40	18.39	-8.80	.31	1.12

KEY: C = correct rate/minute
E = error rate/minute

* = indicates a statistically significant difference = .05
** = indicates a statistically significant difference = .01

Table K1.3a (Part Two)

Accuracy Ratios and Percentages of Accuracy for the
Rated Assessments on Math of Primary Students

	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Accuracy Ratio</u>	<u>Percentage of</u>	<u>Accuracy Ratio</u>	<u>Percentage of</u>
Oral Counting 0-20	X6.9	88	X9.6	91
Oral Counting 1-100	X7.3	88	X9.3	91
Counting Sets 0-9	X21.9	86	X97.5	99
Addition Sums 1-18	X 2.6	72	X3.94	80
19 Double Digit Addition- Carrying	X2.6	72	X3.93	80
Subtraction Remainders 1-18	X1.1	52	X1.99	66
Double Digit Subtraction Borrowing	X1.9	38	X1.44	54
Multiplication	X2.8	73	÷1.39	42

Table K1.3b (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores
and Critical Ratios of Pre-Post Rated Assessments in
Math for Junior High-High School Students

Item	N	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean</u>	<u>Correlation</u>	<u>Critical</u> <u>Ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	<u>Difference</u>		
Addition Sums 1-18	C 6	27.83	13.30	29.83	14.10	-2.00	.80	.57
	E 6	.66	.81	.66		.00	.87	.00
Double Digit Addition- Carrying	C 6	19.16	7.16	24.33	11.14	-5.16	.74	1.67
	E 6	.66	1.03	1.00	1.26	-0.33	.61	.79
Subtraction Remainders- 1-18	C 6	12.00	5.47	20.16	9.84	-8.16	.93	3.91 **
	E 6	1.83	1.16	3.16	3.06	-1.33	.62	1.30
Double Digit Subtraction- Borrowing	C 5	7.60	6.87	11.80	7.82	-4.20	.77	1.87
	E 5	2.80	4.38	2.40	3.57	.40	.61	.25
Single Digit Multiplication	C 5	21.40	9.78	20.00	9.05	1.40	.89	.70
	E 5	2.20	2.28	2.20	1.64	.00	.85	.00
Double Digit Multiplication	C 4	8.00	1.63	13.75	5.61	-5.75	.79	2.59 *
	E 4	2.00	2.30	3.00	3.55	-1.00	.81	.92
Single Digit Division	C 4	19.00	12.72	19.25	8.73	-0.25	.85	.07
	E 4	2.25	3.30	2.75	1.70	-0.50	.72	.42
Double Digit Division	C 2	7.00	4.24	11.00	9.89	-4.00	1.00	1.00
	E 2	1.00	1.41	1.00	1.41	.00	1.00	2.00

KEY: = C = correct rate/minute
E = error rate/minute

* = indicates a statistically significant difference = .05
** = indicates a statistically significant difference = .01

Table K1.3b (Part Two)
Accuracy Ratios and Percentages of Accuracy for the
Rated Assessments on Math of Intermediate Students

	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Accuracy Ratio</u>	<u>Percentage of</u>	<u>Accuracy Ratio</u>	<u>Percentage of</u>
		<u>Accuracy</u>		<u>Accuracy</u>
Oral Counting 0-20	X19.9	95	X22.95	96
Oral Counting 1-100	X18.4	95	X22.81	96
Addition Sums 1-18	X682.7	99.8	X74.25	99
Double Digit Addition- Carrying	X3.6	78	X13.03	93
Subtraction Remainders 1-18	X8.2	89	X4.12	80
Double Digit Subtraction Borrowing	X2.0	67	X2.26	69
Single Digit Multiplication	X8.0	89	X6.62	87
Double Digit Multiplication	X1.8	64	X2.48	71
Single Digit Division	X3.7	79	X3.7	79
Double Digit Division	X3.3	23	X1.08	48

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post-rates were significant on 8 of 11 cases. This indicates that the effects of the interventions were homogenous across the treatment group. Accuracy ratios and the percentage of accuracy improved for 6 of 11 variables. Therefore, for the intermediate group an increase in speed of response was not always accompanied by an increase in accuracy. The average rates obtained by the intermediate students were below mastery levels for all skills. Further remediation would therefore be necessary for a majority of the members of this group on all of the variables assessed.

Insert Table K1.3c (Part One & Part Two, Pg. 65-67)

The data from the pre-post rated assessments of math skills for junior high and high school students is presented in Table K1.3c (Part One & Part Two). There were significant increases in the correct rate for subtraction remainders 1-18 and multiplication with carrying. Subtraction with borrowing was also close to being significantly higher in correct rate. There were no significant differences in error rates. The correlations between pre- and post-test rates were all significantly high. The correct rate increases were, therefore, consistent across the student group. Accuracy ratios and the percentage of accuracy remained the same or increased for 4 of 8 variables. The increases in speed observed were again not always followed by increased accuracy for this group as a whole. The average rates obtained by the junior high-high school students were at, or close to, mastery for single digit addition with carrying. All of the other variables were below mastery levels for the specific skills. Training on all basic computational skills besides addition should therefore be continued for a majority of the students in this group.

Table K1.3c (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores
and Critical Ratios of Pre-Post Rated Assessments in
Math for Intermediate Students

Item	N	Pre-Test		Post-Test		Mean Difference	Correlation	Critical Ratio
		Mean	SD	Mean	SD			
Oral Counting 0-20	C 23	69.65	16.59	70.39	18.42	-0.73	.74	.28
	E 22	3.50	3.59	3.13	3.91	.36	.24	.36
Oral Counting 1-100	C 24	44.25	18.04	48.58	15.70	-4.33	.82	2.05 *
	E 24	2.41	2.12	2.12	2.54	.29	.44	.57
Counting Sets 0-9	C 23	27.34	6.44	28.95	9.40	-1.60	.46	.89
	E 23	.04	.20	.39	1.11	-0.34	-0.07	1.44
Addition Sums 1-18	C 24	18.16	15.11	19.00	10.56	-0.83	.69	.37
	E 24	.83	.91	1.45	2.46	-0.62	-0.00	1.16
Double Digit Addition- Carrying	C 22	7.77	7.54	12.09	8.78	-4.31	.73	3.31 *
	E 22	2.18	3.37	1.22	2.50	.95	.15	1.15
Subtraction- Remainders 1-18	C 21	12.19	10.85	11.76	8.42	.42	.74	.26
	E 21	1.47	2.18	2.85	5.15	-1.38	.17	1.21
Double Digit Subtraction- Borrowing	C 14	3.57	4.97	6.28	5.62	-2.71	.69	2.44 *
	E 14	1.78	2.72	2.78	4.97	-1.00	.07	.68
Single Digit Multiplication	C 17	16.05	11.77	16.76	13.17	-0.70	.89	.49
	E 17	2.05	3.91	2.52	3.39	-0.47	.80	.83
Double Digit Multiplication	C 13	5.00	5.81	7.53	6.64	-2.53	.48	1.44
	E 13	2.84	3.13	3.07	4.76	-0.23	.60	.21

<u>Item</u>	<u>N</u>	<u>Pre-Test</u>		<u>Post-Test</u>		<u>Mean Difference</u>	<u>Correlation</u>	<u>Critical Ratio</u>
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
Single Digit Division	C 8	12.50	7.65	13.87	8.60	-1.37	.69	.61
	E 8	3.37	6.52	3.75	7.85	-0.37	.98	.57
Double Digit Division	C 7	1.57	2.14	3.71	3.86	-2.14	.04	1.30
	E 7	5.28	7.84	4.00	7.00	1.28	.87	.89

KEY: C = correct rate/minute
E = error rate/minute

* = indicates a statistically significant difference = .05
** = indicates a statistically significant difference = .01

Table K1.3c (Part Two)

Accuracy Ratios and Percentages of Accuracy for the
Rated Assessments on Math of Junior High-High School Students

	<u>Pre-Test</u>		<u>Post-Test</u>	
	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>	<u>Accuracy Ratio</u>	<u>Percentage of Accuracy</u>
Addition Sums 1-18	X41.75	98	X44.75	98
Double Digit Addition- Carrying	X28.75	97	X24.33	95
Subtraction-Remainders 1-18	X6.55	87	X6.37	86
Double Digit Subtraction- Borrowing	X2.71	73	X4.92	83
Single Digit Multiplication	X9.92	91	X9.09	90
Double Digit Multiplication	X4.00	80	X4.58	82
Single Digit Division	X8.44	89	X7.00	88
Double Digit Division	X7.00	88	X11.00	92

Summary

The rated math assessments provide evidence of significant changes in eight specific computational skills. All the significant changes were increases in the correct rate of performance. Error rates overall showed slight increases or slight decreases but there were no significant shifts. Accuracy ratios and percentages of accuracy increased or remained the same for 18 of 25 variables measured. In approximately two-thirds of the variables speed increases were accompanied by accuracy increases for the treatment group. When changes were observed they were consistent across the treatment groups. The specific areas of change were related to the grade levels assessed. Students in the primary grades changed in the more basic skill areas, while intermediate and junior high-high school students changed on the more complex skills. This outcome is probably due to a differential emphasis in the interventions attempted in upper grade levels. The infrequency of changes in error rates could be due to a restriction in the range of such scores. As errors approach zero they lost their sensitivity to the effects of remediation programs. Correct rates are more sensitive because they are less likely to approach their ceiling and therefore can reflect change over a longer period of time. As mastery levels were not attained on almost all the variables assessed, continued training would be required for a majority of the students. The rates obtained did increase by grade level but a majority of the group, at all grades, would benefit by further remediation in this area.

OBJECTIVE TWO

Development of EH teachers' skill in planning and implementing intervention for EH pupils and assisting other on-site staff in sharing the instructional responsibility.

- 2.1 Translate diagnostic information and pupil progress into specific long-range (monthly) and short-term (daily) instructional activities.

Three separate devices (Forms M, N, and O) were utilized as post-intervention measures for this objective. These forms are described in the Appendix. In the following section the data from each of the forms is presented separately. A summary section, highlighting the major overall findings, follows this discussion.

The data from the Competency Rating of Special Teachers are presented in Tables M2.1a and M2.1b. This form was completed by the project staff as an evaluation for each of the special teachers who had a significant amount of contact with project personnel. Each item on the instrument covers a specific behavioral competency in pupil assessment, pupil instruction, and behavior management. The form is divided into two sections. The first section covers competencies in all the previously mentioned areas. The second section focuses on the special teacher's competency in formal and informal assessment for ten separate areas.

Items 1-17 (Section One) were rated on a separate three-point scale, unique for each item. In general a 1-rating indicated the teacher did not apply or did not know about the competency area, a 2-rating indicated the teacher had knowledge of and used the competency skill to a limited degree, and a 3-rating indicated the teacher was competent in the skill and utilized it to a high degree. Inspection

of the actual items is necessary, for each item, in order to determine the actual wordings used (see the Appendix). There were two separate ratings for the assessment areas presented in items 19-27 (Section Two.) Each teacher was evaluated as to his ability in both formal and informal assessment for each area. A four-point scale was utilized for rating these items. The scale is presented in Table M2.1b.

Competency Rating of Special Teachers

Insert Table M2 .1a

Inspection of Table M2.1a indicates that the project staff's average ratings of the special teachers' competencies (for Section One) were quite high overall. The average ratings for 16 of 17 items were 2.5 and above. In 12 out of 17 items the average ratings were 2.75 and above. As the scale only has a top point of three, the ratings approached a high degree in knowledge of and utilization of the competencies for almost all of the areas. The only item that was below the 2.5 level was "use of behavioral objectives for each student" (mean = 2.25). The standard deviations for 14 of the 17 items were low. This indicates that there was a low spread in the ratings across the group of special teachers. The items with the largest amount of variability in ratings were those dealing with the use of behavioral objectives, utilization of reinforcement programs for social behavior problems, and the utilization of reinforcement programs for academic problems. The project staff found overall that the average special teacher had knowledge of and applied the specific competencies in assessment, instruction, and behavior management measured by the form.

Table M2.1a

Means and Standard Deviations for Competency Ratings of
Special Teachers by Project Staff

<u>Competency</u>	<u>N</u>	<u>Post Rating</u>	
		<u>Mean</u>	<u>SD</u>
1. Selection of diagnostic instruments to fit the child's ability and/or disability area	10	2.80	.42
2. Use of diagnostic tests results to generate individual pupil programs	9	2.88	.33
3. Use of behavioral objectives for all areas for each student	8	2.25	.70
4. Individualization of pupil objectives in terms of this pupils' strengths and weaknesses	8	2.62	.51
5. Monitoring of pupil progress	8	2.75	.46
6. Modification of instructional objectives based upon pupil progress	8	2.62	.51
7. Uses a wide variety of instructional approaches for the individual student	9	2.77	.44
8. Uses a wide variety of instructional approaches for groups of students	7	2.85	.37
9. Utilization of individual reinforcement programs for social behavior problems	9	2.55	.72
10. Utilization of individual reinforcement programs for academic problems	9	2.66	.70

<u>Competency</u>	<u>N</u>	<u>Post Rating</u>	
		<u>Mean</u>	<u>SD</u>
11. Involvement of the student in planning their own program	9	3.00	.00
12. Utilization of other personnel in planning and instruction for students	10	2.80	.42
13. Exhibit confidence in sharing ideas with other staff members pupils work with	9	2.88	.33
14. Responsiveness to new ideas	9	3.00	.00
15. Identification of learning modalities	9	3.00	.00
16. Ability to locate and utilize resource materials appropriate to class	9	2.88	.33
17. Ability to locate and utilize resource personnel appropriate to class	9	2.88	.33

Summary

If the data derived were to serve as a needs assessment for future training, some tentative recommendations can be made. The special teachers do have the knowledge and ability to use a majority of those practices considered appropriate for education of the learn-disabled child. The greatest need in the future seems to be in the area of feedback and reinforcement for the teachers themselves. In order to move the ratings even higher and reduce the within-group variability even more, systematic application of feedback and reinforcement for use of their already good skills seems to be in order. Consultation should focus on what the teacher is already doing well and increasing their application of these approaches. Introduction of new and more varied skills might serve to weaken and confuse the teachers in those areas in which they already are receiving high ratings.

Insert Table M2.1b, Pg. 75

Table M2.1b presents the ratings of the special teachers by the project staff on specific competencies in formal and informal assessment. Again the overall ratings were quite high. None of the ratings was below 3 on a four-point scale. In the area of formal assessment devices the mean ratings for 9 or 10 items were 3.55 and above. On the informal assessment devices, the mean ratings were all above 3.77. 5 of 20 rating categories had 4.0 mean ratings, the highest score possible on the scale used. The standard deviation for 16 of 20 items were also quite low. In 5 of 20 rating areas the standard deviation was zero. This indicates that there was low variability in these high ratings across the special teachers on a majority of the items.

The special teachers were systematically rated higher in competency and use for the informal techniques (19 of 20 cases). This is not a surprising outcome as teachers utilize informal techniques on a much more regular basis than formal instruments.

Table M2.1b

Means and Standard Deviations for Competency Rating of
Assessment Skills of Special Teachers by Project Staff

<u>Assessment Area</u>	<u>N</u>	<u>Instrument Type</u>		<u>N</u>	<u>Informal</u>	
		<u>Formal</u>	<u>SD</u>		<u>Mean</u>	<u>SD</u>
18. Behavior	8	3.12	.64	9	3.77	.44
19. Auditory Perception	9	3.55	.72	9	3.77	.44
20. Visual Perception	9	3.55	.72	9	3.77	.44
21. Motor Development	9	3.44	.72	9	3.77	.44
22. Language	8	3.62	.51	8	3.87	.35
23. Memory	8	3.50	.75	8	3.75	.46
24. Cognition	7	4.00	.00	8	3.87	.35
25. Reading	9	3.88	.33	8	4.00	.00
26. Math	10	3.90	.31	9	4.00	.00
27. Spelling	10	4.00	.00	9	4.00	.00

RATING KEY:

1. - Doesn't know of any informal or formal methods in this area.
2. - Knows of a single informal or formal method but does not utilize.
3. - Knows of a single informal or formal method and uses with basic competency.
4. - Knows of a variety of methods and uses one or more with high proficiency.

Summary

These ratings indicate that the average special teacher served by the project has knowledge of and is able to apply at least one formal and informal assessment technique for all major areas of interest. The data provides evidence that many of the teachers are also able to apply more than one technique with a high degree of skill. Future training in assessment should therefore focus only very selectively on assessment procedures. A careful diagnosis of each teachers' needs prior to training would be necessary in order to avoid covering areas in which the teachers did not already have a high degree of knowledge and skill.

Special Teachers' Self-Rating

The special teachers completed forms N and O at the end of their years contact with the Title VI project personnel. The content and construction of these forms is described in the Appendix. Both of these instruments were designed to serve as self assessment devices. The ratings on these forms correspond with the ratings given by the project staff on form M (Competency Rating of Special or Regular Teachers). As similar areas are covered by these forms the correspondence of self-ratings with outside ratings can be determined. In the following discussion the data for each of the forms (N and O) are presented separately. A summary section presenting the correspondence between forms M, N, and O follows this presentation.

Trainee's Self-Rating of Competency (N)

Insert Table N2.1, Pg. 80

The mean ratings of competency by the special teachers were at or above the moderate skill level for 9 of 10 areas. The only item below this level was locating and utilizing resource personnel appropriate to your needs (it was close to moderate, as well). The standard deviations of the ratings for item 2, 3, 5, 6, 7, 8, 9, and 10 were all three-fourths of a point and above. This indicates there was a large amount of variability in ratings for the special teachers on these items. None of the mean ratings were at or close to the top of the scale. The special teachers therefore do not feel they are expert in any of the competency areas. They did receive their highest scores on determining learning strengths and weaknesses through

formal and informal assessments. This item fell between moderate and strong on the scale.

Trainee's Self-Rating of Competency Change (0), Table 02.1, Pg. 82,83

The mean ratings for competency change by the special teachers fell between some and moderate change for 9 of 10 items. Their highest perceived area of change was locating and utilizing materials appropriate to your needs. The standard deviations of the items was quite high overall. Therefore, some of the teachers rated their change as large and others rated their change as small. In no case did the mean ratings for the special teachers approach a high degree of change in any area.

Summary

The project staff rated the special teachers at higher levels overall than the self ratings would indicate. The project staffs' ratings were at or close to a competency level in all areas except the utilization of behavioral objectives and reinforcement programs. The special teachers' ratings were at a moderate level and were significantly below a strong skill on almost all items. The variability of the ratings was also higher for the self-ratings of the teachers than for the project staffs' ratings of teachers. The project staff perceived a greater degree of homogeneity within the group of teachers than they perceived themselves. The greatest areas of convergence was that of assessment skills. Both self and outside ratings indicated the special teachers were at or very close to a competency level in assessment skills. The greatest areas of divergence in the ratings were in the use of behavioral objectives and the use of reinforcement programs. The teachers saw this as a moderate skill area but the project staff rated the special teachers' as only being minimally

competent in their knowledge-application of these techniques.

The areas of agreement and disagreement in these ratings again point to the need for a careful needs assessment prior to the inception of any training program. The project staff can and does have different views of what the special teachers need in such training. In order to provide the greatest degree of overlap between services and needs a pre-assessment is required.

Table N2.1
N's, Means, and Standard Deviations for the Special Teachers
Self-Rating of Competency

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
1. Determining Learning Strengths, and Weaknesses Through Formal and Informal Assessments	11	3.54	.68
2. Identifying Learning Modalities for Each Student	11	3.18	.75
3. Developing Realistic Academic Behavioral Objectives	11	3.18	.87
4. Relating Student Instructional Programs to Assessment Information	11	3.18	.60
5. Utilizing Effective Techniques for Behavior Management	11	3.27	1.00
6. Keeping Track of Student Progress	11	3.09	.94
7. Locating and Utilizing Resource Personnel Appropriate to Your Need	11	2.72	1.10
8. Locating and Utilizing Materials appropriate to Your Need	11	3.27	1.00
9. Structuring the Classroom Environment to Facilitate the Use of Resource Materials in the Individualization of Instruction	11	3.00	.77

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
10. Developing the Sharing of Responsibility with Other School Personnel in Meeting the Needs of Learning Disability Students	11	3.27	.90

RATING KEY: 1 - very little skill
2 - some skill
3 - moderate skill
4 - strong skill

Table 02.1

N's, Means, and Standard Deviations for the Special Teachers
Self-Rating of Competency Change

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
1. Determining Learning Strengths, and Weaknesses Through Formal and Informal Assessments	14	2.47	.93
2. Identifying Learning Modalities for Each Student	13	2.23	1.10
3. Developing Realistic Academic Behavioral Objectives	13	2.30	.44
4. Relating Student Instructional Programs to Assessment Information	14	2.42	.64
5. Utilizing Effective Techniques for Behavior Management	13	2.23	.92
6. Keeping Track of Student Progress	14	2.78	1.05
7. Locating and Utilizing Resource Personnel Appropriate to Your Need	14	2.78	1.05
8. Locating and Utilizing Materials Appropriate to Your Need	14	3.21	1.05
9. Structuring the Classroom Environment to Facilitate the Use of Resource Materials in the Individualization of Instruction	13	2.61	1.12

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
10. Developing the Sharing of Responsibility with Other School Personnel in Meeting the Needs of Learning Disability Students	13	2.46	1.19

RATING KEY: 1 - very little change
 2 - some change
 3 - moderate change
 4 - large change

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- 2.2 Organize space, time, materials, and type of instruction to the learning strengths of the pupils.

The Checklist of Intervention for Special Teachers

This instrument was administered post-intervention to all special teachers who had a significant amount of contact with the project. Each item on the checklist represented a specific approach to diagnosis, instructional planning, teaching technique, instructional material, behavior management technique, or a motivational approach. The teachers rated each item on the form utilizing the following scale:

1. That you used item prior to Title VI intervention.
2. That the item is not appropriate to your teaching situation.
3. That you feel you need more help for competency in use.
4. That your understanding of item was furthered by Title VI and you will use.

The responses to each item were tallied and percentages of responses in each category were calculated. Table P2.2 presents the item descriptions, the sample sizes, the rating categories, and the percentages of ratings by category.

Insert Table P2.2, Pg. 85,86

The data in Table P2.2 were analyzed to determine the model response percentages for each item. When there were ties in the data no model response was computed for the item. The following discussion reports the results of this analysis.

Inspection of Table P2.2 intervention reveals that the model percentage for the greatest number of intervention items (n=15) was category

Table P2.2

Percentages of Ratings for Intervention Procedures
by Special Teachers

Intervention	N	1	Rating 2	3	Percent 4	5
1. Behavior Management Techniques	13	62	0	23	15	0
2. Academic Contracts	11	36	27	36	0	0
3. Behavior Contracts	13	46	8	23	23	0
4. Learning Centers	12	50	17	17	17	0
5. Multi-Level Learning Materials	12	75	0	0	17	8
6. Teacher Made Games	13	77	0	0	23	0
7. Materials From the Resource Center	13	15	0	8	77	0
8. Individualized Instruction	13	77	0	15	8	0
9. Informal Diagnosis of Learning Styles	12	33	0	33	33	0
10. Writing Academic and Behavioral Objectives	12	92	0	8	0	0
11. Rated Assessment Forms	7	0	0	57	43	0
12. Regular Staff as a Resource	11	45	9	18	27	0
13. Self-Concept Inventory	12	25	0	25	50	0
14. Techniques for Utilizing Work Samples	10	30	0	40	20	10
15. Behavior Observation Techniques	12	42	0	33	25	0

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Intervention	N	Rating - Percent				
		1	2	3	4	5
16. Anabell Markoff Inventory	8	38	25	13	25	0
17. Language Masters	10	50	10	30	0	10
18. Wide Range Achievement Test	13	46	0	23	8	23
19. Gilmore Oral Reading Test	12	33	8	25	17	17
20. Slingerland	10	30	10	40	10	10
21. Developmental Learning Materials	11	73	0	27	0	0
22. Task and Behavior Analysis	7	71	0	29	0	0

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KEY RATING CATEGORIES:

- 1 - That you used item prior to Title VI intervention.
- 2 - That the item is not appropriate to your teaching situation.
- 3 - That you feel you need more help for competency in use.
- 4 - That your understanding of item was furthered by Title VI and you will use.
- 5 - That you have mastered the item and are now using.

one. This indicates that the special teachers knew about a large involvement with the Title VI project staff. This is further supported by the fact that over 50% of the special teachers made such a response on 9 of 22 items.

The largest proportion of special teachers rated three of the other intervention items as being ones in which they felt more training was needed for competency in use (rated assessment forms, techniques for utilizing work samples, and Slingerland). There were only two interventions (materials for the resource center and self-concept inventory) for which the modal response indicated the special teachers felt their understanding was furthered by the Title VI project. It should also be noted that there were no items for which the modal response indicated that the special teachers felt Title VI had helped them to master a technique. Also, none of the modal responses indicated that the special teachers felt the approaches presented by the Title VI project were inappropriate to their teaching situation.

Summary

The largest percentage of special teachers rated 15 of 22 interventions as being previously known to them. There were only 3 of 22 interventions that their modal rating indicated as needing more training. In only 2 of the 22 cases did the modal response indicate that the special teachers felt Title VI had furthered their understanding of the interventions and that they would use it in the future. The special teachers did not find the approaches presented by the Title VI project irrelevant. These results are not surprising given the fact that many special teachers now have an extensive history of pre- and in-service training in special education approaches. They do indicate the importance of a pre-assessment

of the teachers needs prior to the in-service training or consultation. Based on such a needs assessment, training can be tailored to those areas in which interest is highest and the need for help is the greatest. The data from Title VI project this year would indicate that the largest percentage of special teachers would like instructional help in the following areas:

- a. Rated Assessment Forms
- b. Techniques for utilizing work samples
- c. Slingerland Inventory
- d. Self-Concept Inventory
- e. Materials from resource center

Future work with the teachers in the current sample could focus in on these specific interventions. The result would be time more efficiently spent and higher percentages of teachers would rate the service as helping them to reach skill mastery in a new intervention, they find relevant to their classroom.

2.3 Mobilize other school staff in planning and implementing a coordinated instructional program for pupils served by various teachers.

Although a single interview schedule (Form Q) was intended for use in evaluating this objective, data pertinent to the programmatic goal of shared responsibility for LD children among a variety of staff types is available through forms N, O, and S, as well. In fact, this objective receives coverage in section 2.1 and 4.1 of this report; and, consequently, the reader is referred to those sections for additional findings.

It was our observation that the concept and implementation of shared responsibility for the instruction of disabled and handicapped pupils through the use of special and regular teachers, counselors, social workers, and school psychologists, received some attention by the project staff. However, because of the relatively few psychologists, counselors, and social workers who were affiliated with the project, we cannot state that a major effort in this direction was made. There was, of course, a great deal of evidence of cooperation between special and regular teachers. But, for the most part, any further involvement of other staff types was not achieved. Perhaps it is not wise to attempt a total coordination of all relevant staff until smooth procedures can be worked out between special and regular teachers. On the other hand, until psychologists and counselors modify their views concerning shared responsibility and mainstreaming of special students, changes in the instructional programs for these children will not proceed with great dispatch.

OBJECTIVE THREE

Development of regular teachers' skills in identification assessment, and instruction of pupils with learning disabilities.

- 3.1 Identify early indications of learning difficulties.
- 3.2 Use diagnostic information in planning an individual student program.
- 3.3 Select, and with monitored practice, administer informal assessment measures with due regard to each pupil's cultural and linguistic experiences.

Three separate devices were utilized as post-intervention measures of these sub-objectives. These forms are described in the Appendix (see forms M, N, and O). In the following section the data from each of the forms is presented separately. A summary section, highlighting the major overall findings, follows this discussion.

The data from the Competency Rating of Regular Teachers are presented in Tables M3.1a and M3.1b. This form was completed by the project staff as an evaluation for each of the regular teachers who had a significant amount of contact with project personnel. Each item on the instrument covers a specific behavioral competency in pupil assessment, pupil instruction, and behavior management. The form is divided into two sections. The first sections cover specific competencies in all the previously mentioned areas. The second section focuses on the regular teacher's competency in formal and informal assessment for ten separate areas.

Items 2-17 (Section One) were rated on separate three-point scales, unique for each item. In general a 1-rating indicated the teacher did not apply or did not know about the competency area, a 2-rating indicated the teacher had knowledge of and used the competency skill to a limited degree, and a 3-rating indicated the teacher was

Insert Table M3.1a

Competency Rating of Regular Teachers

Inspection of Table M3.1a indicates that the project staffs' average rating of the regular teachers for section one competencies were only moderately high. In 15 out of 17 items the ratings fell between limited skill and a moderate degree of skill. Only two items, those dealing with the application of reinforcement programs for academic and social behavior had mean ratings below the limited skill level. The regular teachers' mean ratings on those items dealing with a sharing of the responsibility and locating resources for instruction of the learning disabled child were all close to a maximal level. The variability in ratings was moderately high. This provides evidence that the ratings were not uniform across the regular teachers' group (e.g., some had high ratings and others had low ratings).

Summary

The data from this table show there is still a need for more training in the assessment, instruction, and reinforcement areas for the regular class teacher. This is especially true in the area of contingency management for both academic and social areas. The utilization of behavioral objectives was also close to the limited skill level as well, and should require further training. In no case did the regular teachers competency levels equal that of the special teachers. It is probably unrealistic to expect no differences between a group untrained in special education and a group previously trained on such a competency scale. However, minimal levels of competency should be attained by the regular teachers in all areas if mainstreaming is to become effective. At present what these

Table M3.1a

Means and Standard Deviations for Competency Ratings
of Regular Teachers by Project Staff

<u>Competency</u>	<u>N</u>	<u>Post Rating</u>	
		<u>Mean</u>	<u>SD</u>
1. Use of diagnostic tests results to generate individual pupil programs	18	2.27	.57
2. Use of behavioral objectives for each student	21.	2.04	.66
3. Individualization of pupil objectives in terms of pupils strengths and weaknesses	21	2.23	.53
4. Monitoring of pupil progress	19	2.26	.56
5. Modification of instructional objectives based upon pupil progress	19	2.31	.58
6. Uses a wide variety of instructional approaches for the individual student	20	2.20	.61
7. Uses a wide variety of instructional approaches for groups of students	21	2.28	.71
8. Utilization of individual reinforcement programs for social behavior problems	20	1.80	.83
9. Utilization of individual reinforcement programs for academic problem	20	1.60	.75
10. Involvement of the student in planning their own program	19	2.15	.76
11. Utilization of other personnel in planning and instruction for students	20	2.55	.60

<u>Competency</u>	<u>N</u>	<u>Post Rating</u>	
		<u>Mean</u>	<u>SD</u>
12. Exhibit confidence in sharing ideas with other staff members pupils work with	20	2.50	.60
13. Responsiveness to new ideas	21	2.76	.43
14. Identification of learning modalities	18	2.22	.80
15. Ability to locate and utilize resource material appropriate to class	22	2.59	.59
16. Ability to locate and utilize resource personnel appropriate to class	22	2.68	.47

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minimal levels are has not been determined. Research that will identify competency levels in all areas covered by Form M would help to define goals for future training of the regular teacher in special education skill areas.

Insert Table M3.1b

Table M3.1b presents the ratings of regular teachers by the project staff on specific competencies in formal and informal assessment. The mean ratings on the formal assessment instruments that deal with basic abilities (i.e., perception, memory, cognition) were low in 7 of 10 areas. Only those ratings of formal academic assessment devices (for reading, math, and spelling) were at a level that indicated the teacher could utilize them with a basic level of competency. The ratings for the informal devices were consistently higher. In 9 of 10 areas the regular teachers were rated at a basic competency level or above. However, the regular teacher would be limited to the application of only one assessment device with only a basic degree of competency in all the non-academic informal assessment areas. Again the regular teacher's skill in informal assessment of academic skills was approaching a high degree of skill and knowledge.

Summary

In relation to the objectives of the project the regular teachers' can administer at least one informal assessment device with at least a basic level of competence for 7 of 8 basic ability areas (i.e., perception, memory, cognition). Their ratings for academic informal assessment instruments were higher and approached the top competency level. The standard deviation of these ratings indicates

Table M3.1b

Means and Standard Deviations for Competency Rating of
Assessment Skills of Regular Teachers by Project Staff

<u>Assessment Area</u>	<u>N</u>	<u>Instrument Type</u>		<u>N</u>	<u>Instrument Type</u>	
		<u>Formal</u>	<u>SD</u>		<u>Informal</u>	<u>SD</u>
18. Behavior	8	1.25	.70	13	3.0	1.03
19. Auditory Perception	7	2.28	.95	9	3.0	.86
20. Visual Perception	7	2.28	.95	9	3.0	.86
21. Motor Development	7	2.14	1.06	9	3.11	.92
22. Language	10	2.80	1.31	10	3.20	.91
23. Memory	8	2.37	1.18	9	2.88	.92
24. Cognitive	12	2.83	1.19	14	3.21	1.05
25. Reading	18	3.44	.98	21	3.57	.74
26. Math	17	3.41	1.00	19	3.57	.76
27. Spelling	18	3.44	.98	21	3.57	.74

RATING KEY:

- 1 - Doesn't know of any informal or formal methods in this area.
- 2 - Knows of a single informal or formal method but does not utilize.
- 3 - Knows of a single informal or formal method and uses with basic competency.
- 4 - Knows of a variety of methods and uses one or more with high proficiency.

that there was a large amount of within group variability. Therefore, some teachers still need a great deal of training while others are probably competent. The regular teachers' skills in formal assessment devices were low in all the basic skill areas. More training would be needed if the regular teachers are to be expected to administer formal assessment devices in any of the basic skill areas. As formal assessment devices were not specified project objectives this may be an unrealistic area to expect the regular teachers' to become skilled in.

Self-Ratings of Competency

The regular teachers completed forms N and O at the end of their year's contact with the Title VI project personnel. The content and construction of these forms is described in the Appendix. Both of these instruments were designed to serve as self assessment devices. The ratings on these forms correspond with the ratings given by the project staff on Form M (Competency Rating of Special or Regular Teachers). As similar areas are covered by these forms the correspondence of self-ratings with outside ratings can be determined. In the following discussion the data for each of the forms (N and O) are presented separately. A summary section presenting the correspondence between forms M, N, and O follows this presentation.

Trainee's Self-Rating of Competency (N)

Insert Table N3.1

The mean ratings for the regular teachers were between some skill and a moderate skill for all of the items. There were no items on which the teachers perceived themselves as having a strong degree of

Table N3.1
N's, Means, and Standard Deviations for the Regular Teacher
Self-Rating of Competency

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
1. Determining Learning Strengths and Weaknesses Through Formal and Informal Assessments	43	3.13	.83
2. Identifying Learning Modalities for Each Student	41	2.73	.89
3. Developing Realistic Academic Behavioral Objectives	43	2.97	.83
4. Relating Student Instruction Programs to Assessment Information	43	2.88	.76
5. Utilizing Effective Techniques for Behavior Management	43	2.67	.89
6. Keeping Track of Student Progress	43	3.13	.91
7. Locating and Utilizing Resource Personnel Appropriate to Your Need	43	3.04	.89
8. Locating and Utilizing Materials Appropriate to Your Need	43	3.04	.75
9. Structuring the Classroom Environment to Facilitate the Use of Resource Materials in the Individualization of Instruction	43	2.67	.89

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
10. Developing the Sharing of Responsibility with Other School Personnel in Meeting the Needs of Learning Disability Students	42	2.71	.74

RATING KEY:

- 1 - very little skill
- 2 - some skill
- 3 - moderate skill
- 4 - strong skill

skill. The three highest scores, all at or slightly above the moderate skill level, were in determining learning strengths and weaknesses, keeping track of student progress, and locating and utilizing resource materials appropriate to your needs. The lowest skill areas, rated between some and a moderate degree of skill, were in utilizing effective techniques for behavior management, identifying learning modalities, structuring the learning environment to facilitate use of resource materials, and developing a sharing of responsibilities to meet the needs of learning disability students. The standard deviations for the items were all three-fourths of a point or above on a four-point scale. This indicates the teachers' ratings were spread out across the scale. Therefore, some teachers rated themselves well above the mean rating and others rated themselves considerably below the mean rating.

Trainee's Self-Rating of Competency Change (0)

Insert Table 03.1

All of the mean ratings on the self-rating of competency change scale were at or close to the "some change" level. There were no ratings significantly above or below that level. The standard deviations of these ratings were all quite high, ranging from .86 to 1.01 on the four-point scale. Again the teachers' ratings were spread across the scale, but in this case they ran very little change to moderate change. These ratings indicate the regular teacher's perceived the project training experience as being only minimally helpful in upgrading their skills to work with learning disabled students.

Table 03.1

N's, Means, and Standard Deviations for the Regular Teacher
Self-Rating of Competency Change

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
1. Determining Learning Strengths and Weaknesses, Through Formal and Informal Assessments	42	1.97	.92
2. Identifying Learning Modalities for Each Student	41	2.07	.98
3. Developing Realistic Academic Behavioral Objectives	42	1.97	.92
4. Relating Student Instructional Programs to Assessment Information	42	2.07	.86
5. Utilizing Effective Techniques for Behavior Management	42	1.95	.96
6. Keeping Track of Student Progress	42	2.16	1.01
7. Locating and Utilizing Resource Personnel Appropriate to Your Need	41	2.17	.99
8. Locating and Utilizing Materials Appropriate to Your Need	41	2.29	.95
9. Structuring the Classroom Environment to Facilitate the Use of Resource Materials in the Individualization of Instruction	41	2.29	.95

<u>Item</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>
10. Developing the Sharing of Responsibility with Other School Personnel in Meeting the Needs of Learning Disability Students	41	2.19	.90

RATING KEY:

- 1 - very little change
- 2 - some change
- 3 - moderate change
- 4 - large change

101

410

411

Summary

The data from forms M, N, and O indicated there are two major areas of expertise that the regular teachers have need for further training and help. The first area is that of behavior management techniques and the utilization of reinforcements for academic-social behavior change programs. Both the self-ratings and the outside ratings were lower for these skills than for the other areas overall. The regular teachers' also felt a need for more competence in assessment of learning modalities, and the outside ratings indicate they have little competence in the application of formal assessment devices for these areas. It is questionable how much we can expect the regular classroom teacher to know in the formal assessment area. Usually this area is the realm of the school psychologist and requires at least two years of graduate training in various assessment skills and procedures. Therefore, formal assessment techniques are probably beyond the skill and competence of the regular teacher without a great deal of training, more than any one year program can provide. However, it is important that the regular teacher understand the results of these assessments for instructional planning. Training should focus on application of results from such formal assessments rather than administration - independent of these instruments.

- 3.4 Adjust the classroom environment to assist learning disability students by adapting source, time expectations, quantity of assignments, type of instructional approach used, and amount and type of teacher's reinforcement.
- 3.5 Create and utilize a wider variety of instructional options.

Checklist of Intervention for Regular Teachers

This instrument was administered post-intervention to all regular teachers who had a significant amount of contact with the project. Each item on the checklist represented a specific approach to diagnosis, instructional planning, teaching technique, instructional material, behavior management technique, and a motivational approach. The teachers rated each item on the form utilizing the following scale:

1. That you used item prior to Title VI intervention.
2. That the item is not appropriate to your teaching situation.
3. That you feel you need more help for competency in use.
4. That your understanding of item was furthered by Title VI and you will use.
5. That you have mastered the item and are now using.

These items represent intervention approaches that can be utilized by the classroom teacher to create an instructional program that is better tailored and more responsive to the needs of learning disability students.

The responses to each item were tallied and the percentages of response in each category were calculated. Table R3.5 presents the item descriptors, sample sizes, rating categories, and the percentages of ratings by category. The data in Table R3.5 were analyzed to determine the modal response percentage for each item. When there were ties in the data no modal response was computed for the item. The following discussion reports the results of this analysis.

Insert Table R3.5

The regular teachers rated nine of the items as being ones they were previously familiar with based on their modal ratings. These items included behavior management techniques, behavior contracts, teacher made games, individualized instruction, learning centers, etc. It is not surprising that regular teachers had heard about or practiced these techniques as they have become part of regular education. Their modal ratings indicated the following seven items were relevant but that they needed more training to become competent in their use of these interventions:

- a. Academic Contracts
- b. Writing academic and behavior objectives.
- c. Anabell Markoff Inventory
- d. Rated Assessment Form
- e. Language Masters
- f. Gilmore Oral Reading Test
- g. Slingerland Inventory

At least 4 of these interventions have an origin in special education and therefore were less familiar to the regular teachers. The regular teachers' modal rating was Category 4 (understanding of the item was furthered by Title VI and you will use) for "materials from the resource center." The help they received in terms of extra and specialized materials from the Title VI-G project staff was therefore an important aspect of the program for regular teachers.

Table R3.5

Percentages of Ratings for Intervention Procedures by
Regular Teachers

Intervention	N	1	<u>Rating</u> -		<u>Percent</u>	
			2	3	4	5
1. Behavior Management Techniques *	39	49	10	26	13	3
2. Academic Contracts	37	27	19	27	24	3
3. Behavior Contracts *	36	17	19	36	28	0
4. Learning Centers	39	36	8	31	23	3
5. Multi-Level Learning Materials	40	58	3	13	25	3
6. Teacher Made Games *	41	51	10	2	32	5
7. Materials from the Resource Center	40	30	8	10	45	8
8. Individualized Instruction *	41	56	5	10	22	7
9. Informal Diagnosis of Learning Styles	40	43	5	23	23	5
10. Writing Academic and Behavioral Objectives	37	27	11	51	11	0
11. Rated Assessment Forms	25	8	24	56	12	0
12. Regular Staff as a Resource *	35	57	11	11	14	6
13. Self-Concept Inventory	33	36	9	36	15	3
14. Techniques for Utilizing Work Samples	26	23	8	54	12	4
15. Behavior Observation Techniques	34	62	3	21	15	0

Intervention	N	1	<u>Rating</u> 2	- 3	<u>Percent</u> 4	5
16. Annabell Markoff Inventory	29	21	28	38	10	3
17. Language Masters	29	21	28	38	10	3
18. Wide Range Achievement Test	34	35	15	29	12	9
19. Gilmore Oral Reading Test	26	4	42	54	0	0
20. Slingerland	26	8	23	54	15	0
21. Developmental Learning Masters	33	33	3	27	33	0

KEY RATING CATEGORIES:

- 1 - That you used item prior to Title VI intervention.
- 2 - That the item is not appropriate to your teaching situation.
- 3 - That you feel you need more help for competency in use.
- 4 - That your understanding of item was furthered by Title VI and you will use.
- 5 - That you have mastered the item and are now using.

Summary

The regular teachers were aware of almost half of the interventions presented by the Title VI project prior to this year. They did find seven new areas which relate to the instruction of educationally handicapped children. Instead of becoming competent the teachers were made aware of their importance and are interested in more training to be able to use them. They also became aware of and utilized the resource materials provided by the project staff. This is an important step as it approximates the type of behavior teachers will have to emit when mainstreaming becomes mandated. Pre-assessment of regular teachers is an important step prior to inservice or pre-service training as this data has indicated. If the project staff could focus on the seven areas pinpointed by a 3-rating above a more effective and efficient program would result.

OBJECTIVE FOUR

Implementation of alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.)

4.1 Allocating space, funds, materials, and personnel support for the daily operation of an EH program within a school building.

In order to evaluate the fourth program objective, the evaluators conducted interviews of a representative sample of school administrators, special and regular teachers, and support personnel in the eleven San Francisco schools served by the project.

The sample for these interviews was selected as follows: the project staff was informed of the need for and nature of the interviews. They were asked to provide a list of 22 individuals from the eleven schools such that an overall balance would be reached among administrators, teachers, and support personnel. Originally, the intent was to develop a random sample derived from a list of all school personnel who had made contact with the project during the past year. However, when this strategy was employed, it became readily apparent to the project staff and reasonably so, that not all of these individuals had had similar levels of contact with the project, and thus, had highly varying degrees of knowledge about the project. Therefore, a decision was made to employ the criterion of familiarity with the project as an important dimension in the sample selection process. The result of this procedure was a list of 22 school personnel, two from each of eleven schools, selected by the project staff on the basis of their contact with and familiarity about the project activities. The sample was composed of 10 principals and assistant principals, 5 EH or LDG teachers, 5 regular teachers,

1 counselor, and 1 social worker.

Although the interviews were based upon a structured interview schedule (see Appendix), the nature of some of the questions was sufficiently open-ended to elicit a broad range of responses from the interviewees. The intent of the evaluators was to gain specific information concerning the kind and quality of service rendered as well as more general information pertaining to the perceptions of school personnel about the overall goals of the project and possible reasons underlying its strengths and weaknesses.

All interviewees were asked the same set of questions in the same order, except that school administrators were asked an additional question concerning the allocation of additional space or funding as a result of the project (see Objective 4.1). The interview results were as follows:

Question 1: What is your perception of the role of the
Title VI-G Project as it relates to your
school?

The intent of this question was to determine to what extent the project staff had articulated its goals and objectives to school personnel and to determine if perceptions varied across schools and types of personnel. Due to the open-endedness of the item, content analysis was employed in an effort to categorize the variety of responses received. In our judgment, the responses could be summarized under five major areas: (1) classroom management, (2) instructional resources, (3) diagnosis and prescription, (4) inservice training, and (5) mainstreaming procedures.

Table 4.1a shows the results for question 1. Across the top of the table are listed the various types of school personnel interviewed. The

Table 4.1a

Classification of Interviewees' Responses to the Question: "What is your perception of the role of the Title VI-G Project as it relates to your school?"

		<u>Personnel Type</u>				
		Admin. (10)	EH Teacher (5)	Reg. Teacher (5)	Support (2)	TOTAL
I.	Classroom Management	7	3	1	0	11
II.	Instructional Resources	1	4	1	0	6
III.	Diagnosis and Prescription	1	1	1	0	0
IV.	Inservice Training	1	0	2	1	4
V.	Mainstreaming Procedures	3	1	0	1	5
VI.	Don't Know	3	1	0	1	5
TOTAL		16	10	5	3	34

five categories of responses are shown on the left. Response frequencies are summed across columns and rows to indicate differences among categories. It is important to note that a single interviewee's verbal response to this question could have dwelt on only one of the five categories, or, potentially, could have contained elements of all five categories. For this reason, the sums of rows and columns do not equal the number of interviewees'.

As is apparent from Table 4.1a the administrators generated the largest number of responses in different categories. However, when controlling for group sizes, it would appear that EH teachers, on the average were the most prolific in their responses. Their average of two response categories per person was the highest in all personnel categories. Thus it would appear that EH teachers were somewhat better informed about the goals of the project than other school workers. As a group they were followed by administrators, regular teachers, and support personnel. These data coincide with the subjective feelings of the interviewers. It should be added, though, that there was considerable individual variation within personnel categories and across schools. As can be seen from Table 4.1a, a total of 5 individuals admitted to such little participation with the project that they could not state its goals. There were other individuals in each group who were extremely well informed and who had participated at a high level.

Table 4.1a also indicates that different personnel had somewhat different views as to the major goals of the project. While administrators tended to perceive classroom management as the most important goal, with mainstreaming of secondary importance; other school personnel

were more varied in their responses. EH Teachers considered instructional resources as the primary goal followed closely by classroom management, and regular teachers emphasized inservice training somewhat over other goals. It is interesting to compare these perceived goals with the data on actual help received, the next section of the interview.

Question 2: What kinds of help did you (or your staff) receive during the past year from the Title VI-G Project?

This question was posed initially as stated above so that respondents would not be constricted in the types of help they testified to. When the respondent concluded his initial statement, the evaluator probed further to ascertain levels of help in specific areas which the respondent may have overlooked.

The kinds of help received by school personnel were categorized into five general areas:

1. Teacher Consultation: ongoing discussion with teachers which provided guidance and feedback to them concerning their efforts toward remediating learning difficulties of children in their classrooms.
2. Student Instruction: direct service to individuals or small groups of children in terms of diagnosis, prescription, instruction, and monitoring of progress.
3. Classroom Management: working with the teacher to restructure the classroom environment and the instructional process to alleviate inappropriate student behaviors and to promote individualization of instruction.
4. Curriculum: providing the teacher with new resource materials and instructional strategies which would aid their teaching of cognitive and affective skills.

5. Inservice Training: providing professional instruction for teachers designed to augment their theoretical and practical knowledge of special education.

From Table 4.1b it can be seen that considerable variation existed between individual schools as well as between levels of schools on overall help received. There was also substantial variation between help categories from school and even over all schools combined.

In terms of help categories, teacher consultation was offered at a higher level across all schools than other types of help. Help with curriculum and inservice training followed closely behind, however, and probably represent no significant difference from teacher consultation help across all schools. Only one of the eleven schools, Stevenson, received no help in these three categories. All other schools received some or considerable help with regard to teacher consultation, curriculum, and inservice training.

Help with student instruction varied considerably across schools. At three schools it received primary emphasis, and at three others it received little or no emphasis. Help in the classroom management category was emphasized considerably less than other forms of support in all schools, receiving little or no coverage in 5 schools, and moderate coverage in the other 6 schools.

In terms of school levels, there were also differences between the overall amounts of help received and between levels of help in different categories. For instance, teacher consultation was provided at very high levels in most intermediate and secondary schools but to a much lower degree at primary elementary schools. Almost the same phenomenon occurred with category (2), student instruction. With

Table 4.1b

Classification of Interviewees' Responses to the Question
 "What kinds of help did you (or your staff) receive during
 the past year from the Title VI-G Project?"

	<u>Help Categories</u>					<u>Mean</u>
	(1)	(2)	(3)	(4)	(5)	
Primary (K-3)						
Hearst	1	0	1	1	2	1.0
Noriega	1	0	0	1	2	0.8
San Miguel	1	1	1	1	1	1.0
Stevenson	0	0	1	2	0	0.6
<u>mean</u>	0.75	0.25	0.75	1.25	1.25	0.85
Intermediate (4-6)						
Edison	1	1	0	2	1	1.0
Lawton	2	2	1	1	2	1.6
Mark Twain	2	1	0	1	2	1.2
Scott	2	2	1	1	1	1.4
<u>mean</u>	1.75	1.50	0.50	1.25	1.50	1.30
Secondary (7-12)						
Aptos	2	1	1	1	1	1.2
McAteer	2	2	0	2	1	1.4
Portola	1	1	0	1	1	0.8
<u>mean</u>	1.67	1.33	0.33	1.33	1.00	1.13

Help Categories: (1) Teacher Consultation
 (2) Student Instruction
 (3) Classroom Management
 (4) Curriculum
 (5) Inservice Training

Numeric Code: 0 = little or no help
 1 = some help
 2 = considerable help

respect to help with classroom management, the reverse was true:

though this form of help received relatively lower levels of assistance across all schools. The two types of project assistance which appeared to occur with greatest regularity across all school levels were those in the curriculum and inservice training areas. Overall, it was our impression that intermediate schools received the most help followed by secondary schools and then primary schools.

Question 3: (For administrators only) To the best of your knowledge have added funds or space been allocated to your EH or LDG program since involvement with Title VI-G?

This question was posed to each of the 10 administrators in the interview sample. Their responses were in total agreement. With the exception of indirect funding to provide release time for teachers to attend project workshops, there were no additional allocations of funds or space for the EH or LDG programs in their schools.

Question 4: Please give me your opinion of the effectiveness of the Title VI-G Project during the past year by indicating some of its strengths and weaknesses.

Because the responses to this question were so diverse in nature, and in order not to obscure the concreteness and spontaneity of reactions through our subjective interpretations; we have decided to present the verbatim responses given by the interviewees to this question.

Strengths

- dedicated staff; willing to go beyond the call of duty.
- no ego trips; they put the kids first
- flexibility - willing to try to work it out in best possible way
- honesty; no bullshit; no blaming
- important tools have been made available which will enable us to carry on
- somebody cares about teachers

- stimulating new ideas for teachers
- good inservice workshops - stimulated interest in new ideas
- direct service to teachers and children
- ongoing consultation very valuable; good to have someone to talk to who cares
- access to new materials
- helped in reducing isolation of teachers and served to stimulate the forming of groups of teachers with similar interests
- reassures teacher and builds self confidence
- release time very valuable to get a glimpse of other programs and techniques
- they went beyond expectations - reinforced what we were trying to do
- added to the morale of the school
- very positive, supportive; helped with individualizing instruction; offered valuable workshops
- provided very valuable feedback for what I was doing
- terrific, really enjoyed having them; good impact on the school; dynamic, poised, capable, no friction
- breath of fresh air from the outside - extremely beneficial
- provided excellent curriculum materials
- extremely helpful in consulting role; very reliable
- very efficient, honest, reliable, good organizational ability
- the consultants were really teachers

Weaknesses

- not enough time to go into depth
- lack of continuity; too temporary
- more time needed - late entry into school
- goals weren't spelled out; structure of the project wasn't clear
- no bridging between years of the project - too many personnel changes - poor coordination
- things not focused well enough; tried to do more than humanly possible
- disorganization; not enough continuity or follow-through
- good ideas, but execution not so hot
- disappointed in lack of interns
- administratively not handled as well as it could have been
- models are not realistic at the grass roots level
- was not clear as to who could use project resources
- more practical work, less theory; not so much lecturing in workshops - have more how-to kinds of demonstrations
- didn't get the same mileage as last year
- no time for consultation except over a cup of coffee
- in order to do precision teaching, need more time for consultation
- need regular visits one day a week - more feedback on what is done with children
- program should be more people-oriented and less materials oriented
- follow up inservice training, rather than a one-shot deal

- mixed up about what Title VI was supposed to do - a brochure would help - who, what, where, when, etc.
- no contact with project coordinator
- lack of program philosophy

Summary

It was our impression that the positive attributes of the project far outweighed its negative aspects. But, of course, there is always room for improvement. It was readily apparent that the staff did not do a consistently good job of articulating its purpose and modus operandi across all the schools. School personnel were not always clear about the philosophy and overall goals of the project.

In terms of the kinds of help provided by the project staff, there appeared to be an expressed need at several school sites for more ongoing supervision, teaching, and training. This situation is almost certainly a reflection of the project's attempt to serve a large number of schools, rather than to concentrate its help to a smaller number of schools on a more intensive basis.

In conclusion, it was certainly apparent that much of what the project staff had to offer was well accepted, but that their ability to bring teachers to optimal levels of competency and to reshape the attitudes of administrators, teachers, and support personnel toward a feeling of shared responsibility for disabled learners suffered somewhat due to a number of factors including late entry into the schools, not enough follow through activities with teachers and children, and limited coordination of activities among various members of each school site.

OBJECTIVE FIVE

Working with teacher-training institutions to provide opportunities (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation.

- 5.1 To what extent (frequency, duration, and quality) was the project able to provide practicum experiences with pupils, parents, and school staffs in pupil assessment, instruction and consultation?

On the basis of a strong and rather successful effort by project staff during the first two years to establish relationships with local colleges and universities to provide internship experiences for teacher trainees, an instrument was constructed to assess the quality of this experience, Form T, College/University Student-in-Training Activities Questionnaire. In addition, it was our intention that student-in-training would also respond to forms N and O, the self-rating forms of competency and competency change.

Due to the heavy emphasis on research and evaluation during the third year of the project, and the concomitant requirement that project staff participate quite actively in that effort; a decision was made early in the year to deemphasize pre-service training of teachers. Thus, there were only two teacher-trainees who participated with the project during the past year. (there were also two research-and evaluation trainees, but their goals and activities were quite different from those intended for teacher trainees).

Questionnaires were administered to all trainees at the end of the academic year. However, because of the extremely low number of individuals responding, and because their reasons for project affiliation were considerably different, we cannot reasonably report the

questionnaire findings. Suffice it to say that these four individuals indicated that they benefited from their contact with the project and were generally satisfied with the supervision they received.

In terms of inservice training of teachers there were extensive workshops provided by the project. However, in the main, these were not provided on an institutional credit basis. Such an arrangement might have been worthwhile for achieving a longer-term program of instruction for district teachers.

SUMMARY

Academic Achievement:

The standardized measures of academic achievement in reading, math, and spelling showed significant increases for 7 or 9 variables assessed. The largest degree of change on the instruments was observed in the primary and intermediate groups. These groups were also involved with the project for a significantly longer period of time than the secondary students. Specific measures of oral reading subskills increased in 15 of the 27 areas measured. The intermediate and secondary students had the greatest improvement in these measures. The project students significantly increased their math computational skills for 8 of 60 areas assessed across the groups. The project intervention procedures had little effect on the teachers' perceptions of their students academic levels. The Work Sample data was also not reflective of changes as it was too unstructured to analyze. The major overall area of change from the data was in reading at all levels. However, in only a very few instances did the average scores obtained by the project students indicate a proficiency level had been achieved in any of the academic areas. Further remediation is necessary, in almost all areas, for all students in the basic academic skills. Since the project staffs' interventions were of a short duration overall, this is not a surprising finding. It does, however, indicate that it takes longer than three month period to produce significant differences in pupil achievement overall.

Regular Teachers:

The regular teachers' self-and outside ratings showed some to moderate improvement in skill levels. The regular teachers perceived that they did change in proficiencies but not to the degree necessary for full implementation of the skills. The competency ratings indicated the following areas need further training: application of behavior modification to academic behavior, and assessment of learning modalities. The regular teachers were interested in receiving training in a wide variety of assessment areas as well. This mismatch between the competency ratings and the needs perceived by the regular teachers poses an interesting problem. The areas they wish to receive training in are different from the ones that are their lowest areas of competence. Possibly a combination of high interest and low competency areas should be tried in designing further training. It is also obvious that regular teachers will need further training to operate in a mainstreaming program effectively. In order to bring them to such levels it will take additional intensive training beyond what has already been provided by the project.

Special Teachers:

The self-and outside ratings of competency for the special teachers ranged from a moderate to a high level of skill overall. The special teachers rated their change in skill as being from a small to a moderate increment for the past year. The major area of improvement was in the provision of materials to meet the learning needs of their students. There were differences in the areas rated as needing further training between the project staff and the special teachers.

The project staff indicated that the special teachers needed further help in writing behavioral objectives and the application of behavior modification techniques. The special teachers indicated they wanted further training in the assessment instruments that had been introduced by the project staff this past year. These differences in ratings indicated that special needs assessment should be implemented prior to any in-service training for special teachers. The needs assessment can serve to pinpoint areas for future training and focus the project staffs' activities more effectively.

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Appendices A-T

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DEVELOPMENT AND USE OF INSTRUMENTS

The instruments for measuring changes in pupil behavior, self-concept and academic performances were developed by the Title VI-G staff. Each instrument is included in the Appendix, together with an explanation of its use.

The instruments were administered to target pupils as a pre-test and again as a post-test following an intervention by Title VI-G staff. The intervention periods and numbers of target pupils were as follows:

<u>Grade Level</u>	<u>Intervention Period</u>	<u>Number of Target Pupils</u>
K-3	138 Calendar Days	31
4-6	171 " "	26
7-12	74 " "	31

The following chart indicates the time spent by Title VI-G staff in developing and implementing the assessment instruments for measuring pupil change.

The chart also reflects Title VI-G staff time spent in developing the forms used by the evaluation team to measure the effectiveness of the project.

DEVELOPMENT AND USE OF INSTRUMENTS (A, B, C, D, F, G, J, K, M, N, O, P, R, & S Appendix)

		S	O	N	D	J	F	M	A	M	J	Months 73-74
. <u>Instrument definition & clarification</u>	A	120	29	17	21	3	40	42		6	10	288
	B							4	6			10
. <u>Instrument development VI-G staff</u>	A			24	80	48	44					196
	B				14	36						50
. <u>Implementation pre phase</u>	A							33	142			175
	B							12	70			82
. <u>Implementation post phase</u>	A									94	68	162
	B									65	10	75
		120	29	41	115	87	84	91	218	165	88	

Total 1038 hrs. 1,2
 Total 257 hrs. 3
 Total 237 hrs. 4
 Total 298 hrs. 1
 Total 246 hrs. 2

1, 2, 3, 4 - Expressed in hours per month

A - Title VI-G staff

B - Paraprofessionals, substitutes, interns

STUDENT OR CLASS REFERRAL FORM (A)

The referring teacher filled out this form for all individuals or groups of students who were served by the project. The form was developed to describe the specific behaviors of concern for each referred pupil (or group) and the degree of intensity of these behaviors. This form can be used on a pre-post or pre-during-post intervention basis to determine if the referring teacher perceives any changes have occurred in the behavior of targeted pupils.

The first section of the form is Problem Behavior. It consists of 16 items describing socially inappropriate pupil behaviors. Each item is rated on a four point scale ranging from 1-high frequency of occurrence to 4-never occur. The lower the score on this half, the more severe the pupil's behavior problems. The second section on this form is Work Related Behavior. It consists of 16 items describing pupil work habits and task completion related behaviors. Each item is rated on a four-point scale ranging from 1-high frequency of occurrence to 4-never occur. The lower the score on this half the more severe is the problem. A number of the items on the referral form were selected from one developed by the CORBAH project at the University of Oregon (1973).

An inter-rater reliability was derived on the form by measuring the agreement between special teachers and regular teachers ratings of the same child on the form. The mean correlation was .61 between the two raters overall. In 19 out of 22 cases the agreement between the two raters was statistically significant. In comparison with other standardized inventories of pupil behavior this level of relationship

is a highly favorable one. However, we should point out that, although inter-rater reliability was high, there was a definite difference in the way the two groups of teachers used the four-point scales. On almost all items, the special teachers rated the children higher (more positively). On half of the items these differences were statistically significant. Another interesting phenomenon is that much greater agreement existed between special and regular teachers on Part I, Problem Behavior, than on Part II, Work-Related Behaviors. We suspect that this situation is due to a classroom environment effect since work-related behaviors are more situational-specific than problem behaviors. However, further research is required to substantiate this. The important point here is that, in terms of future evaluative use of this instrument, pupil ratings should be made by the same teacher (special or regular) for both pre-and post-intervention measures. Otherwise, if children were rated by regular teachers at the time of referral and by special teachers at the end of intervention, many spurious improvements might be noted which, of course, would not reflect the true situation. (Note: these results are based on a combined analysis of this instrument and Form G, Teacher Rating of Pupil Academic Performance, which follows.)

The form was utilized on a pre-post treatment basis on the project. The teachers rated all pupils on all behaviors covered by the form. Change scores were computed between the pre-and post-ratings. A correlated T-test was used to test for the significance of a difference between the ratings.

CALIFORNIA TITLE VI-G PROJECT
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STUDENT OR CLASS REFERRAL FORM

Title of person completing form _____

Date _____
(PRE - POST - OTHER)

A. Student's name _____ / or B. Classroom _____

Birthdate _____ Grade _____ Subject _____

Teacher _____ Person Servicing _____

Dates - Pretest _____ Interim Test _____ Post Test _____

Scale-Frequency (Circle appropriate)

	High	Medium	Low	Never
I. PROBLEM BEHAVIOR				
1. Out of seat _____	H	M	L	N
2. Yelling out _____	H	M	L	N
3. Running around room _____	H	M	L	N
4. Hitting and pushing _____	H	M	L	N
5. Ignores teacher's directions _____	H	M	L	N
6. Ignores other adult's directions _____	H	M	L	N
7. Complains _____	H	M	L	N
8. Fighting _____	H	M	L	N
9. Stealing _____	H	M	L	N

	High	Medium	Low	Never
10. Destroys own property	H	M	L	N
11. Destroys others property	H	M	L	N
12. Talks back to teacher	H	M	L	N
13. Lies	H	M	L	N
14. Excludes self from activity in class	H	M	L	N
15. Excludes self from activity outside class	H	M	L	N
16. Temper tantrums	H	M	L	N

II. WORK RELATED STUDENT BEHAVIOR

1. Attends class	H	M	L	N
2. Is able to work with classroom distractions	H	M	L	N
3. Begins work	H	M	L	N
4. Stays on task	H	M	L	N
5. Completes class work	H	M	L	N
6. Works independently	H	M	L	N
7. Works as a member of a group	H	M	L	N
8. Completes homework	H	M	L	N
9. Attempts difficult work	H	M	L	N

	High	Medium	Low	Never
10. Works quietly _____	H	M	L	N
11. Takes pride in work _____	H	M	L	N
12. Organizes materials/work _____	H	M	L	N
13. Follows directions _____	H	M	L	N
14. Helps other students _____	H	M	L	N
15. Accepts correction of work _____	H	M	L	N
16. Accepts transition Periods _____	H	M	L	N

PUPIL OBSERVATION FORM (HIGH FREQUENCY BEHAVIOR) (B)

This form is utilized when specific behavior change programs are being planned or are in operation for an individual student or a group of students. The referring teacher utilizes this form to record frequency counts of specific problem behavior that have a minimum frequency of occurrence of at least once per observation period. The form consists of five columns of numbers from 1-15. Each column represents one day of the school week from Monday through Friday. Every time the target behavior occurs a mark is made through the number on the form, or a separate count can be obtained by utilizing other procedures (i.e., wrist counters, check card, etc.) and then transferred to the form. In this way a daily count of the total frequency can be obtained from the form and day-to-day changes in frequency can be determined by inspection of the data recorded. Similar forms have been utilized in a number of behavior modification programs and are standard devices in the application-evaluation of such interventions.

Frequency counts can be obtained on a pre-post or a pre-during-post (continuous) intervention basis. The counts can be analyzed by the use of a mid-median (Lindsley, 1968) or a median-slope analysis (Whits, 1971). Through the application of such statistical procedures the probability and significance of changes in behavior due to specific intervention programs can be derived.

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PUPIL OBSERVATION FORM - HIGH FREQUENCY
OF OCCURRENCE OF PROBLEM BEHAVIOR

Student _____ School _____

Referred behavior _____

Period _____ Observer _____
(TEACHER, AIDE, OTHER)

Date _____
(PRE - POST - OTHER)

OBSERVATION TIME:					
FREQUENCY OF BEHAVIOR OBSERVATION	15	15	15	15	15
	14	14	14	14	14
	13	13	13	13	13
	12	12	12	12	12
	11	11	11	11	11
	10	10	10	10	10
	9	9	9	9	9
	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1

Month: _____ Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri. _____

* Circle the number of times the behavior occurred within the selected period.

"B"
1/74

PUPIL OBSERVATION FORM (LOW FREQUENCY BEHAVIORS) (C)

This form is applied when specific behavior change programs are being planned or are in operation. The referring teacher utilizes this form to record critical incident counts of specific problem behaviors that occur less than one time per-observation period for an individual student or for groups of students. The form is divided into two halves, A.M. and P.M., and covers one school week. The teacher records the time of day when the specific problem behavior occurs. Examples of low frequency problem behaviors include tantrums, physical fights, property destruction, etc. The form can therefore be applied to record both the time of occurrence and frequency count for any low frequency problem behavior. The data can be used to pinpoint if time of day is a variable that determines the occurrence of any behavior, and can therefore lead to some refined intervention programs.

The frequency counts can be obtained on a pre-post or a pre-during-post (continuous) intervention basis. The counts can be analyzed through the application of a mid-median test (Lindsley, 1968). This statistical procedure can help to determine the significance of changes produced by any specific intervention programs for low frequency behaviors.

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PUPIL OBSERVATION FORM - LOW FREQUENCY
OF OCCURRENCE OF PROBLEM BEHAVIOR

Student _____ School _____

Referred behavior _____

Date _____ Observer _____
(PRE - POST - OTHER) (TEACHER - AIDE - OTHER)

A.M.

FREQUENCY OF BEHAVIOR

P. M.

Month: Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri. ____

* Record the time the behavior occurred.

45 i

"C"
1/74

CONTRACT COUNT (D)

The teacher uses this form to keep track of the number, goal, reward, and effectiveness of learning-behavior change contracts made with an individual pupil. The form is divided into four columns that allow for the description of each contract and the recording of all contracts on a cumulative basis. The first column records types of contract (verbal or written), the second the behavioral requirements (aim), the third the reward (payoff), and the fourth the outcome (if goal was reached). The form provides an ongoing record that allows the teacher to evaluate contract-mediated interventions with each pupil.

The form can be analyzed for an individual pupil or for groups of pupils. The percentage of successful contracts overall and the outcomes of specific contracts by type can also be determined. For example, verbal contracts could be compared with written ones, free time payoffs could be compared with tangible payoffs, and the effectiveness of contracts on specific tasks (reading vs. writing) could also be determined. The data could lead to more effective intervention planning for an individual child or for a whole classroom. Comparisons of this nature would be done by computing percentage of success in each category and then comparing those percentages.

Each contract can be classified into nine (9) and possibly more categories. Within each category a number of subcategories might exist. (For example, Grade Level could be divided in K-3, 4-6, 7-9, and 10-12 subcategories).

Following is a list of categories and within each category the noninclusive list of subcategories.

CATEGORY I: Area of Improvement Desired

1. Math
2. Reading
3. Spelling
4. Behavior
5. Self-Concept
6. _____
7. _____

CATEGORY II: Type of Reward for Successful Contract

1. Bonus Points
2. Free Time
3. Recognition
4. _____
5. _____
6. _____

CATEGORY III: Duration of Contract

1. One day
2. One week
3. One month
4. _____
5. _____

CATEGORY IV: Grade Level of Pupil

1. K-3
2. 4-6
3. 7-9
4. 10-12

CATEGORY V: Contract Task

1. Homework Assignments
2. Orderly behavior
3. Completion of classwork
4. _____
5. _____

CATEGORY VI: Contractor

1. Title VI Staff
2. EH Teacher
3. Classroom Teacher
4. _____
5. _____

CATEGORY VII: Contract Used For

1. Individual
2. Class Group
3. Boys Group
4. Girls Group
5. _____
6. _____

CATEGORY VIII: Sex of Contractee

1. Boy
2. Girl

CATEGORY IX: Contract Outcome

1. Successful
2. Unsuccessful

CATEGORY X: _____

1. _____
2. _____

Interpretation

Through the format outlined above, the contracts can be interpreted and analyzed in a number of productive ways as listed below:

1. Successful vs. Unsuccessful contracts could be compared overall. (IX)
2. Specific "areas of improvement" desired: could be analyzed separately. (I)
3. Specific "grade levels" could be analyzed separately. (IV)
4. Six differences could be analyzed. (VIII)
5. Other analysis as desired.

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CONTRACT COUNT

Title of person completing form _____

Date _____
(PRE - POST)

Form: w=written
v=verbal

Ait: behavior
time

Payoff:

Goal Reached:
Yes-No

INFERRED PUPIL SELF CONCEPT RATING BY TEACHER (E)

This instrument was developed to measure teachers' opinions of their pupils' self-concepts. Furthermore, we sought to determine if teachers' opinions were correlated with children's actual self-ratings. Thus, this form can be used in conjunction with Form F (which follows). Each of the seven items on this form is keyed to a similar item on Form E (see section 1.2 of the report for a complete discussion.)

Based upon our finding, in the present project evaluation that teachers' perceptions do not correspond at all to their pupils self-ratings, we would not recommend the use of this instrument in isolation. Further research is necessary to completely discount its usefulness, however. In conjunction with this, we would recommend a slight modification of this instrument so that its results could be compared with our suggested revision to Form F (see next section). We suggest changing the items in this form to:

1. Coming to school in the morning.
2. Reading aloud in class.
3. Doing arithmetic.
4. Being called on in class.
5. My visiting his/her home.
6. Doing homework
7. His/her parents visiting my classroom.

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INFERRED PUPIL SELF - CONCEPT RATING BY TEACHER

Student's name _____ Date _____

School _____ Rater _____

Grade/room _____ Relationship _____

EH Teacher,
Regular Teacher,
Counselor

Instructions:

- (1) Fill in all of the above information.
- (2) Check appropriate blank between like and dislike to indicate your appraisal of the student's attitude for each item.

PLEASE GIVE YOUR IMPRESSION OF HOW THIS PUPIL CURRENTLY FEELS ABOUT:

- | | |
|--|--|
| 1. Being in school | Dislikes ____: ____: ____: ____ Likes |
| 2. Being around teachers | Dislikes ____: ____: ____: ____ Likes |
| 3. Arithmetic | Dislikes ____: ____: ____: ____ Likes |
| 4. Reading | Dislikes ____: ____: ____: ____ Likes |
| 5. Homework | Dislikes ____: ____: ____: ____ Likes |
| 6. His or her appearance | Dislikes ____: ____: ____: ____ Likes |
| 7. Overall scholastic ability (his or her) | Lacking ____: ____: ____: ____ Quite
Confidence Confident |

COMMENTS:

PUPIL SELF CONCEPT INVENTORY (F)

This instrument was developed initially by project staff and later revised by the evaluators on the basis of an informal item analysis. The origin of many of the items is obscure; many of them were created by project personnel and some, undoubtedly, were taken from other informal inventories used by other researchers.

During the first two years of the project, the instrument contained many more items than the present form. At the end of the second year, an item analysis was done on the pre-post data collected during the second year. Several items were discarded which did not elicit response frequencies amenable to change, i.e., they were characterized by a ceiling effect on the pre-test and thus, were incapable of showing improvement over time.

The present instrument, composed of 33 items in 5 different categories, has been extensively analyzed on the basis of two test-retest reliability studies with non-project children during the 1973-74 academic year.

The first pilot study was carried out in November, 1973, at Lawton Elementary School, San Francisco, using a sample of 18 fifth grade pupils. The 33-item instrument was administered to the subjects in paper-and pencil fashion with items read aloud by the administrator. This procedure was repeated with the same children two weeks later.

The results of this first study showed that, on the basis of an item-by-item analysis, approximately two-thirds of the items had test-retest reliability coefficients (Pearson) significant at the .05 level or beyond. When total scores for each child were correlated

the overall reliability coefficient was .75 for the entire inventory.

The second reliability study was done at the same elementary school with a different fifth grade class in May, 1974. The reason for carrying out this second pilot study was to determine if a pupil's knowledge of his prior responses (a procedure used in the first study) might have influenced his second set of responses (retest). The results of the second study agreed closely with those from the first. About the same proportion of items had significant test-retest coefficients of reliability. When the item coefficients were summed and averaged using Fisher's z-transformation formula, the average item test-retest coefficient of correlation was .51. It was noted, however, that some item correlations differed markedly on the two separate studies. Whether these changes were due to the differences in test administration noted above, or whether they were the result of measurement error is not entirely certain.

On the basis of our fairly extensive analysis of this instrument we recommend that the number of items be drastically reduced to those which (1) had significant test-retest r's on all administrations, (2) have means which generally fall between 2 and 3 on the 4-point scale, and (3) fall under the specific rubric of education, rather than psychology in general. Such an instrument would be composed of the following items:

1. Coming to school in the morning
2. Reading aloud in class.
3. Doing arithmetic.
4. Being called on in class.
5. If the teacher visited my home.
6. Doing homework.
7. If my parents visited the school.

This instrument would be much shorter and easier to administer; and it would reflect attitudes which could be changed through educational intervention. We suspect that a summed score based upon responses to these items would be a very accurate and useful indication of a student's "educational" self-concept.

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PUPIL SELF - CONCEPT INVENTORY

1st Session _____ 2nd Session _____
Date and time of day Date and time of day

Recorder Recorder

Other players, if any _____

Instructions: This game may be played with one, two, or three children. Be sure to indicate the names of all children who play at one time above. Fill out one summary sheet for each child and be sure to record the color of his card deck. All items should be read aloud by the child or, if he cannot read, by the teacher. For research purposes, the second game session must be played with same number of players as the first, though not necessarily with the same individual children.

1		2		3		4	
QUESTIONS		First Session	Second Session	Change			
ABOUT ME ITEMS							
1. When you look in a mirror							
2. Being alone							
3. You are not sure what people want you to do							

1	2	3	4
			
QUESTIONS		First Session	Second Session
4. Someone hollers at you			
SUB TOTAL SCORE			
ABOUT SCHOOL AND LEARNING			
5. Coming to school in the morning			
6. Reading aloud			
7. Doing written work			
8. Doing arithmetic			
9. Taking a test			
10. Going to art time			
11. Time for music			
12. P. E. time			
13. Time for science			
14. Leaving your classroom to get special help			

1	2	3	4	
				
QUESTIONS		First Session	Second Session	Change
15. Social Studies time				
16. Being late for class				
17. Being asked to stay after school				
18. When there is no school				
19. On report card days				
SUB TOTAL SCORE				
ME AND MY TEACHERS				
20. Being called on in class				
21. Being around my teachers				
22. Your teacher calls and talks to your parents				
23. Teacher shows your work to the rest of the class				
24. If teacher visited my home				

1	2	3	4
			
QUESTIONS	First Session	Second Session	Change
25. Teacher comes to my desk			
SUB TOTAL SCORE			
OTHER GROWNUPS AND ME			
26. Seeing or hearing the principal, vice-principal, or dean			
27. A sub in your room			
28. Seeing your counselor			
SUB TOTAL SCORE			
ME AND MY FAMILY			
29. Doing homework at home			
30. Parents visit school			
31. Walking in your front door			
32. Playing with your brothers and sisters			

1		2		3		4	
QUESTIONS		First Session		Second Session		Change	
33. Eating together as a family							
SUB TOTAL SCORE							
<u>GRAND TOTAL</u>							

Observations: Please note any information concerning the response pattern or other behavior of the child which you feel is important.

TEACHER RATING OF PUPIL ACADEMIC PERFORMANCE (G)

At the time of referral the teacher fills out this form to rate the pupil's academic skill levels in reading, arithmetic, spelling and language. These ratings are to serve as measures of the teacher's perception of the academic performance levels of the pupil. The ratings are made on a continuum ranging from one to four points. These levels can also serve to pinpoint priority areas for academic remediation.

The form was used on a pre-post intervention basis in the current project. It can also be used on a pre-during-post basis. The ratings were analyzed for changes in level. The statistical procedure applied was the correlated T-test. (See the description of Form A, Student or Class Referral Form, for a discussion of inter-rater reliability).

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TEACHER RATING OF PUPIL ACADEMIC PERFORMANCE

Title of person completing form _____

Date _____
(PRE - POST - OTHER)

A. Student's name _____/or B. Classroom _____

Birthdate _____

Teacher _____ Person Servicing _____

III. Academic Level	More than 2 levels below	Below level grade	Within grade level	Above grade level
1. Reading _____				
2. Language				
2a. Oral _____				
2b. Written _____				
3. Arithmetic _____				
4. Spelling _____				
5. Handwriting _____				
6. Science _____				
7. Social Studies _____				

WORK SAMPLES (H)

Work samples serve as idographic measures of student progress in specific academic areas. Baseline work samples can be defined for tasks such as arithmetic computation, reading comprehension, handwriting, and written expression. These samples should be defined conjointly by the project staff members and the referring teacher at the inception of a remedial program. The specific criteria to be used in evaluating pupil progress should also be defined prior to the remediation program as well. The criteria should be individualized so as to fit each student's entry level skills and the goal the referring teacher wished to set.

Analysis of the results of the work samples could be done by types of task, pre-remediation level, and post-remediation level evaluation of skill proficiency. Therefore, the results could be analyzed in terms of the percentage of work samples that met criterion on the post-remediation evaluation. Individual student's projects could also be analyzed to determine changes in error responses and correct responses.

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WORK SAMPLES

Title of person collecting _____

Date _____

Check one of the following:

Pre sample _____

Post sample _____

Other _____

WIDE RANGE ACHIEVEMENT TEST (WRAT) (I)

The WRAT (Jastak, Baer, and Jastak) was administered to all pupils referred to the project prior to their involvement in any intervention programs. The test was selected as a standard measure of grade level achievement in reading word attack skills, arithmetic computation, and spelling. The WRAT is widely used and is a standard measure for admission, retention, and evaluation of almost all students' enrolled in special education programs in California.

The WRAT was administered on a pre-post intervention basis. a gain/month score was computed in each area for each pupil so assessed. The difference between the pre-post achievement scores was first determined and then this was divided by the number of months the pupil had spent in the program. Then, a mean gain/month was computed by level (i.e., primary, upper elementary, and junior high-secondary) and by area (reading, arithmetic, and spelling).

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WIDE RANGE ACHIEVEMENT TEST

(see test manual for instructions)

WIDE RANGE ACHIEVEMENT TEST

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Guidance Associates
of Delaware, Inc.
1526 Gilpin Avenue
Wilmington, Delaware

Reading, Spelling, Arithmetic from Pre-School to College

By J. F. Jastak, S. W. Bijou, S. R. Jastak

Printed in U.S.A.
1937, 1946, 1963
Revised Edition
1965

Name _____ Birthdate _____ M. F. Chron. Age _____
School _____ Grade _____ Reading Score _____ Grade _____ Stand-Score _____ File _____
Referred by _____ Spelling Score _____ Grade _____ Stand-Score _____ File _____
Date _____ Examiner _____ Arithmetic Score _____ Grade _____ Stand-Score _____ File _____

Percentiles and Standard Scores corresponding to grade ratings and age may be found in the Manual.

Level I—Spelling—Grade Norms.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.3	14	Kg.4	25	1.5	34	3.0	45	3.7	56	10.3
2	N.8	15	Kg.5	26	1.6	35	3.2	46	6.0	57	10.9
3	Pr.1	16	Kg.6	27	1.7	36	3.3	47	6.3	58	11.3
4	Pr.2	17	Kg.7	28	1.8	37	3.7	48	6.5	59	12.4
5	Pr.3	18	Kg.8	29	2.0	38	3.9	49	6.8	60	13.0
6	Pr.5	19	Kg.9	30	2.2	39	4.2	50	7.2	61	13.8
7	Pr.7	20	Gr.1.0	31	2.3	40	4.5	51	7.7	62	14.5
8	Pr.9	21	1.1	32	2.5	41	4.7	52	8.2	63	15.2
9	Kg.1	22	1.2	33	2.6	42	5.0	53	8.7	64	15.9
10	Kg.2	23	1.3	34	2.7	43	5.3	54	9.2	65	16.7
11	Kg.3	24	1.4	35	2.9	44	5.5	55	9.7		

Level II—Spelling—Grade Norms.

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
0	Kg.4	11	4.0	21	6.7	31	9.0	41	12.4		
1	Kg.6	12	4.3	22	6.8	32	9.3	42	12.8		
2	Gr.1.0	13	4.6	23	7.0	33	9.6	43	13.2		
3	1.5	14	4.9	24	7.2	34	9.9	44	13.6		
4	1.6	15	5.2	25	7.4	35	10.2	45	14.0		
5	1.9	16	5.5	26	7.6	36	10.5	46	14.4		
6	2.2	17	5.8	27	7.8	37	10.8	47	15.0		
7	2.6	18	6.1	28	8.1	38	11.2	48	15.7		
8	3.0	19	6.5	29	8.4	39	11.6	49	16.4		
9	3.3	20	6.8	30	8.7	40	12.0	50	17.2		
10	3.7					51	12.8				

Spelling Scores

Level I		Level II	
Test	Cumul Score	Test	Cumul Score
Copying		Copying	
1 point	1	4-9	1
per mark	18	10-17	2
		18	3
Name		Name	
1 letter	19	1 letter	4
2 letters	20	2 letters	5
Spelling		Spelling	
1 point	21	1 point	6
per word	65	per word	51

-		/	\	o	x	l	v	7	+	^	Γ	Δ	□	U	▽	□	Π

Name _____ 31. _____
1. _____ 16. _____ 32. _____
2. _____ 17. _____ 33. _____
3. _____ 18. _____ 34. _____
4. _____ 19. _____ 35. _____
5. _____ 20. _____ 36. _____
6. _____ 21. _____ 37. _____
7. _____ 22. _____ 38. _____
8. _____ 23. _____ 39. _____
9. _____ 24. _____ 40. _____
10. _____ 25. _____ 41. _____
11. _____ 26. _____ 42. _____
12. _____ 27. _____ 43. _____
13. _____ 28. _____ 44. _____
14. _____ 29. _____ 45. _____
15. _____ 30. _____ 46. _____

Page 2. Arithmetic
LEVEL I, Oral Part

17 21 9 5 8 3 Fingers, 8 fingers. 9 or 6? 42 or 28? 17
3 pennies, spend 1? 3 + 4 apples? 9 marbles, lose 3? 20

Written part.

$$\begin{array}{r} 1 + 1 = \underline{\quad} \\ 4 - 1 = \underline{\quad} \end{array} \quad \begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 32 \\ 24 \\ + 40 \\ \hline \end{array} \quad \begin{array}{r} 4 \times 2 = \underline{\quad} \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 23 \\ - 18 \\ \hline \end{array} \quad \begin{array}{r} 29 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 75 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 452 \\ 137 \\ + 245 \\ \hline \end{array} \quad 6 \div 2 = \underline{\quad} \quad \begin{array}{r} \$62.04 \\ - 5.30 \\ \hline \end{array} \quad 1\frac{1}{2} \text{ hr.} = \underline{\quad} \text{ min.} \quad \begin{array}{r} 6 \overline{) 968} \end{array}$$

$$\frac{15}{5} = \underline{\quad} \quad \frac{7}{9} - \frac{5}{9} = \underline{\quad} \quad \begin{array}{r} 823 \\ \times 96 \\ \hline \end{array} \quad \begin{array}{r} 4\frac{5}{6} \\ 3\frac{1}{3} \\ + 2\frac{1}{2} \\ \hline \end{array} \quad \frac{2}{5} \text{ of } 35 = \underline{\quad}$$

$$27 \overline{) 384} \quad \frac{3}{4} \text{ yr.} = \underline{\quad} \text{ mo.} \quad \text{Multiply: } \begin{array}{r} 7.96 \\ 30.8 \\ \hline \end{array} \quad \frac{3}{8} = \underline{\frac{\quad}{12}} \quad \begin{array}{r} 5 \\ - 1\frac{1}{3} \\ \hline \end{array} \quad 2\frac{1}{3} \text{ doz.} = \underline{\quad}$$

Which is more? $\frac{7}{8}$ or $\frac{13}{15}$ Ans. $\underline{\quad}$ Find the average of 24, 18, 21, 26, 17 Ans. $\underline{\quad}$ Write as a percent $\frac{3}{4} = \underline{\quad}\%$ $4\frac{1}{5} \times 3\frac{1}{3} = \underline{\quad}$

$$\frac{3}{10} \div \frac{3}{4} = \underline{\quad} \quad \frac{8}{9} \times \frac{9}{4} \times \frac{1}{2} = \underline{\quad} \quad \text{Write as decimal: } \frac{2}{3} = \underline{\quad} \quad 20\% \text{ of } 120 = \underline{\quad}$$

$$6^2 = \underline{\quad} \quad \begin{array}{r} 8.2 \overline{) 62.703} \end{array} \quad \text{Change to familiar numerals: } (-5)(+9) = \underline{\quad} \quad \text{M C X L II} = \underline{\quad}$$

Find interest on \$300 at $4\frac{1}{2}\%$ for 7 mo. Ans. $\underline{\quad}$ Solve: $y + (9 - 8y) = 65$ $y = \underline{\quad}$ Find square root: $\sqrt{334.89}$

Arithmetic—Level I—Grade Norms. Percentiles and Standard Scores corresponding to grade rating and age may be found in Manual.

Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade	Score Grade
1 N.3	8 Kg.1	15 Kg.9	22 2.1	29 3.0	36 3.3	43 6.7	50 10.0	57 14.0
2 N.8	9 Kg.2	16 Gr.1.0	23 2.2	30 3.9	37 3.3	44 7.0	51 10.7	58 13.6
3 Pk.1	10 Kg.3	17 1.2	24 2.4	31 4.2	38 3.7	45 7.2	52 11.4	59 16.3
4 Pk.2	11 Kg.4	18 1.4	25 2.6	32 4.3	39 3.9	46 7.6	53 12.1	
5 Pk.4	12 Kg.5	19 1.6	26 2.8	33 4.7	40 6.1	47 8.2	54 12.8	
6 Pk.6	13 Kg.6	20 1.8	27 3.0	34 5.0	41 6.3	48 8.8	55 13.3	
7 Pk.8	14 Kg.7	21 1.9	28 3.2	35 5.2	42 6.3	49 9.4	56 14.2	

RATED ASSESSMENT READING (J)

All pupils referred to the project who evinced reading problems were given the Rated Assessment Reading prior to remedial programs being initiated. The Rated Assessment tasks are based on a precision teaching measurement system (Kunzelmann, 1971; Alper & White, 1972, et.al. 1973). The pupil is given a one-minute timed trial on specific criterion-referenced reading skill sheets (i.e., letter sounds, 3-letter c-v-c words, 4-letter c-v-c words, 5-letter c-v-c words and Dolch words). Correct and errors per minute are computed for each sheet separately. In this way the effects of specific remedial programs can be monitored. Grade level measures lead to global assessments and are not criterion referenced. The rated assessment provides a skill specific measure of pupil growth. The rate also has advantages over percentages or simple frequency counts in that it provides both a measure of speed and accuracy. As many referred pupils are slow and non-fluent readers, their rate of performance is an important criterion in evaluating the success of remedial programs.

The rated assessment-reading was administered on a pre-post intervention basis. Specific instructions for the administration of the assessment are included with the instrument. Separate correct and error rates, for each subject on each skill, were computed in both assessments. The mean correct and error rate was determined by level for each skill pre-and post-project intervention (primary, intermediate junior high and high school). A correlated T-test was completed separately for the correct and error rate means, by level, to determine any significant shifts in rate.

The data was also compared to mastery rate tables. The mastery rates provide a correct and error rate range that indicates when a student is proficient in a specific oral reading subskill. The combination of correct and error rates specifies both fluency and accuracy for each skill.

An accuracy ratio and percentage of accuracy (Pennypacker, Koenig, and Lindsley, 1973) were computed for each skill both pre-and post-training. The accuracy ratios and percentages of accuracy provide information as to the relation between correct and error rate. Accuracy ratios are computed by dividing the larger of the two rates by the smaller of the two rates. For example, if the correct rate is 2/minute and the error rate is 1/minute the accuracy ratio would be $2/1=2$. If the correct rate is larger then the accuracy ratio assumes a times function which is denoted by an X (in our example we would have a X2). If the error rate is larger then the accuracy ratio assumed a divide-by function which is denoted by an $\div$ (If errors were 2/minute and correct rate was 1/minute the accuracy ratio would be $2/1\div2$). The percentage of accuracy is then determined by dividing the correct rate/minute by the total number of responses made per/minute (correct rate = error rate/minute). As in our example with a correct rate of 2/minute and an error rate of 1/minute, the accuracy ratio would be $2/2+1-2/3$ or 66 $2/3\%$.

CRITERION PERFORMANCE RATES

	Mastery Correct	Incorrect
1. Sounds		
a. Consonants	90/min	1-2/min
b. Vowels	90/min	1-2/min
Note: We have started the child on three letter words following their reaching a rate of 40/min of consonants and vowels. We still continued to work on the sounds only stopping after the child reached 80/min on both.		
2. Alphabet Names - (optional)	80/min	1-2/min
3. Phonetically Predictable Words - (3, 4, 5 letter)	(3) 80-85/min (4) 70-75/min (5) 60-65/min	1-2/min 1-2/min 1-2/min
4. Sight Words - (Predictable and unpredictable)	60-80/min	1-2/min
5. Reading in Book - (at all grade levels)	100-120/min	1-2/min
6. Minimum Rate for Choosing a Book	50/min	

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

RATED ASSESSMENT - READING

Introduction: WE HAVE SOME TIME TO SPEND TOGETHER - SHARE WITH ME
WHAT YOU HAVE LEARNED ABOUT LETTERS AND WORDS THEN
YOUR TEACHER AND I WILL BE ABLE TO GIVE YOU TASKS
THAT YOU CAN DO AND TASKS WHICH WILL HELP YOU
LEARN TO USE MORE DIFFICULT WORDS.

Item 1

Manuscript Alphabet Recognition

Place the stimulus sheet for Manuscript Letter Recognition in front of student. Place the score sheet in such a way that the student is not distracted by the scoring process.

Verbal directions to student:
SAY THE NAMES OF THESE LETTERS
BEGIN HERE. (Point to the first one.)

Verbal directions to student:
READY - BEGIN (Begin timing for one minute)

Time for one minute.

Verbal direction to Student:

STOP

Make a positive statement based on observed performance.

Example: (You worked for a minute)

Mark on a duplicate sheet each error and the place where the student stopped. Record on the score sheet the number read correctly, the number read incorrectly and the date.

If the student has difficulty with an item, ask him to try the next item. Count omissions as errors. Count the student's first response in scoring.

Items 2-5

Three, Four, Five - Letter Mixed Vowel Words (1 minute sample) and Dolch Sight Words (30 second sample)

Place the stimulus sheet in front of the student

Verbal directions to student:
READ EACH OF THESE WORDS OUT LOUD. BEGIN HERE.
(Point to the first one.)

Allow student to read in the direction he chooses and indicate with an arrow student's choice of direction.

Verbal directions to student;

READY - BEGIN (Begin timing for one minute - or 30 seconds for Dolch sight words.)

Time for one minute.

Verbal directions to student:

STOP

Make a positive statement based on observation.

Mark on a duplicate sheet each error and the place where the student stopped. Record on the score sheet the number read correctly, the number read incorrectly and the date.

If the student hesitates on an item, ask him to try the next item. Count omissions as errors. Count the student's first response in scoring.

RATED ASSESSMENT-READING (ONE MINUTE PER TASK)

	Pre		Mid		Post	
	Corr.	Err.			Corr.	Err.
1. Manuscript Alphabet Recognition						
2. 3 Letter Mixed Vowel Words						
3. 4 Letter Mixed Vowel Words						
4. 5 Letter Mixed Vowel Words						
5. Dolch Sight Words						
6. Oral Reading						

Comments:

C	n	s	V	E	f	i	r	y	M
b	A	P	o	W	U	g	h	T	F
Q	u	L	m	J	q	a	D	k	X
p	G	c	d	B	e	l	K	S	z
R	O	j	H	t	U	w	x	v	F
M	L	i	e	B	d	V	J	N	p
s	y	u	O	Y	k	G	l	E	a
R	N	j	C	a	v	i	D	c	m
n	H	A	g	K	b	o	P	Q	t
w	Y	u	W	S	r	T	q	x	z

sat	hub	dot	deb
bus	top	pup	cub
rid	win	tin	fad
keg	vet	rap	pig
rat	gal	leg	mob
pod	keg	big	cud
bug	rip	hot	wag
mat	nap	bum	yet
log	pod	had	lid
beg	sun	net	sod
fig	log	sin	hum
mug	jam	lot	sad
bog	peg	gum	men
wed	lid	nab	him
ram	tug	beg	rod

hunt	glen	lump	crab
shop	slit	pond	shot
fink	drag	slip	fret
self	blob	tent	twig
sang	gust	gang	bond
bend	shop	spun	junk
trim	shut	flop	twin
tang	crop	rink	best
pump	thin	then	path
cost	best	span	gush
wish	hunt	fled	limp
vest	long	mink	lost
that	slid	chop	mesh
jump	stem	vast	plum
clot	glad	vest	sung

blend	thing	flush	blink
gland	blast	bland	spend
sling	grant	quest	slant
slush	plush	split	crest
plank	flesh	stank	chunk

think	drank	swept	drink
crush	stunk	drunk	thank
slept	sling	brink	spent
brash	trend	grand	stink
sting	blush	fresh	flunk
trunk	slang	quilt	cramp
blond	chest	slunk	trend
clank	fling	blast	blind
crept	clunk	crest	skunk
brink	plant	flank	cramp

and	is	little
can	red	look
come	said	make
fast	stop	not
get	this	play
ride	to	up
see	want	what
the	we	
a	work	
for	you	
go	big	
green	blue	
help	down	
here	funny	
I	have	

RATED ASSESSMENT MATH (K)

All pupils referred to the project who evinced math computation problems were administered the Rated Assessment Math prior to remedial programs being initiated. The Rated tasks are based on a precision measurement system (Kunzelmann, 1971; Alper & White, 1972, Alper, et.al, 1973).) The pupil is given a one-minute timed trial on each of the specific arithmetic computation skill sheets (i.e., reading numbers, counting groups of dots, addition single digit, addition with carrying, subtraction with borrowing, multiplication single digit, and division single digit). Correct and error rates per minute are computed on each sheet. In this way the effects of specific remedial programs in arithmetic computation can be monitored. Grade level measures are often too global and are not criterion referenced. The rated assessment provided skill specific measures of pupil growth. The rate of performance also has advantages over percentage or frequency counts; it provides both a measure of speed and accuracy of responding. As many referred pupils are often slow and inaccurate in their basic computations rate is an important criterion in evaluating the success of remedial programs.

The rated assessment math was administered on a pre-post intervention basis. Specific instructions for the administration of the assessment are included with the instrument. The same data analysis procedures were utilized for the rated assessment math as for the rated assessment reading. (see Form J)

CRITERION PERFORMANCE RATES

	Mastery Correct	Incorrect
1. Counting in Sequence- child requested to count (child goes from 0-15, then back to 0 and begins again.	80-100/min	1-2/min
Note: child should be able to count all numbers in sequence before he is expected to add them.		
2. Write Numbers in Sequency- (from memory, on request)	60-80/min	1-4/min
Note: If entry rate below 5, try coping or tracing.		
3. Write Numbers Out-of-Sequence- (from memory, on request.	5--70/min	1-4/min
4. Write Numbers for Legibility and Accuracy.	20-40/min	1-2/min
Note: In order to solve add, subtract, multiply, and divide at 30/min, the child needs to be able to write numbers at least 48/min. This would be minimum proficiency before number facts could reach criterion. Number writing is usually times 1.6 the rate of number facts (48 n.w. mastery is 1.6 times 30 n.f.)		
5. Read Number - (0-9, 0-20, - either in or out of sequence)	60-80/min	1-2/min
Note: Reading numbers in sequence is a separate skill from reading out of sequence. Each should be assessed separately.		
6. Count Groups - (like number con- cepts e.g. lll, 1, 11)	40/min	1-2/min

Note: Before a child can add a program in counting groups or identifying groups of objects might help to teach number concepts.

Mastery:
Correct

Incorrect

7. Computation - (+, -, x, ÷) of single digit numbers

30/min

1-2/min

Note: If a child is unable to perform on a sheet of number facts at a median rate of 20 in the first 3 days then you have to slice your program. If teaching sums 0-9 slice to sums 0-3.

8. Computation - (+, -, x, ÷) with borrowing or carrying in one digit.

20-25/min

1-2/min

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

RATED ASSESSMENT - MATH

Introduction: WE HAVE SOME TIME TO SPEND TOGETHER - SHARE WITH ME
WHAT YOU HAVE LEARNED ABOUT LETTERS AND WORDS THEN
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THAT YOU CAN DO AND TASKS WHICH WILL HELP YOU
LEARN TO USE MORE DIFFICULT WORDS.

Item 1-2 Number Reading (0-20), (0-100). Use with students at
grade levels 1-3; and with students who score 10 or
less on computation.

Place the stimulus sheet in front of student. Verbal
directions to student.

READ THESE NUMBERS ALOUD. BEGIN HERE. (Point to
the first one.)

IF YOU FINISH BEFORE I SAY STOP, GO TO THE TOP OF
THE PAGE AND CONTINUE READING

Verbal directions to student:

READY - BEGIN. (Begin timing for one minute).

Time for one minute

Verbal directions to student:

STOP

Make a positive statement based on observations.

Example: (You did 12!)

Mark on a duplicate sheet each error and the place
where the student stopped. Record on the score
sheet the number read correctly, the number read
incorrectly and the date.

If the student has difficulty with an item, ask him
to try the next one. Count omissions as errors.
Count the student's final response in scoring.

Item 3 Number - Set. Use with students at grade levels 1-3;
and with students who score 10 or less on computation.

Place the three worksheets in front of the child-
one on top of the other.

Verbal directions to student:

MARK THE NUMBER THAT MATCHES THE DOTS IN EACH BOX.

BEGIN HERE.

(Point to the first one.)

Verbal directions to student:

READY - BEGIN (Begin timing for one minute.)

After one minute -

Verbal directions to student:

STOP

Make a positive statement based on observations.

(Example: You finished 20!)

Record on the score sheet the number correct, the number incorrect, and the date.

In the event he changed a response, count the final response of student on each item.

Items 4-11

Computation (Addition, subtraction, multiplication, division)

Place the stimulus sheet in front of the student. Ask the student which format for simple addition and subtraction facts he prefers, vertical or horizontal.

(This will help the examiner in determining which stimulus sheets to present the student.)

Verbal directions to student:

WORK THESE PROBLEMS.

BEGIN HERE. (Point to the first one.)

Verbal directions to student:

READY - BEGIN. (Begin timing for one minute.)

Time for one minute.

Verbal directions to Student:

STOP

Make a positive statement based on observation.

Addition/Subtraction involving carrying, borrowing or remainders - score 2 points each (1 point for one's column and 1 point for ten's column) (Two point maximum)

Multiplication - score 1 point for one's column and 1 point for remaining place (s). (Two point maximum)

Division - score 1 point for whole number in quotient and 1 point for remainder. (two point maximum)

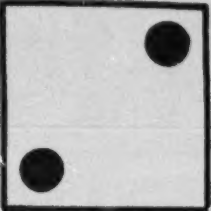
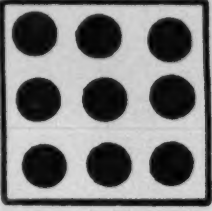
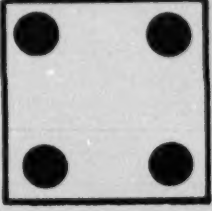
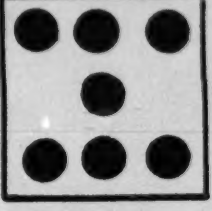
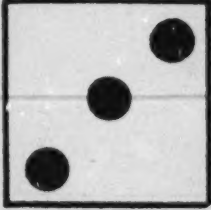
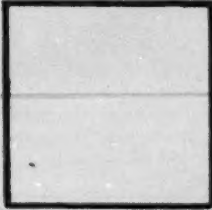
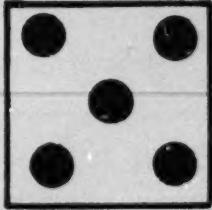
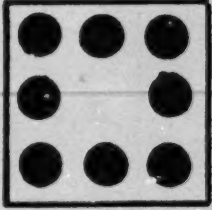
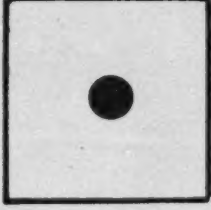
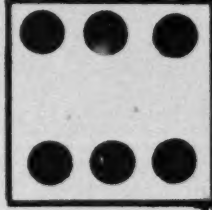
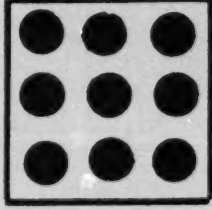
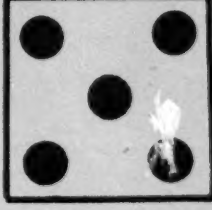
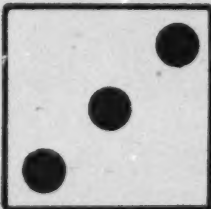
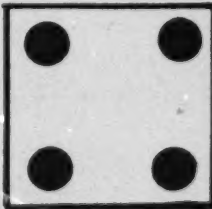
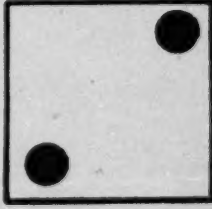
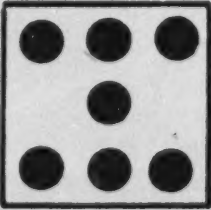
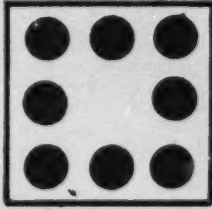
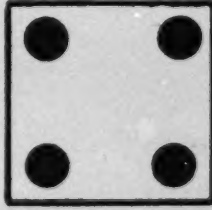
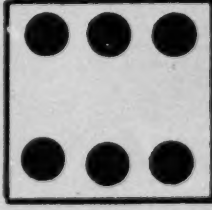
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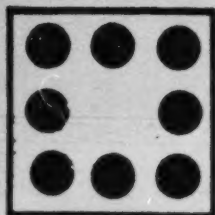
RATED ASSESSMENT-MATH

	Pre		Mid		Post	
	Corr.	Err.			Corr.	Err.
1. Number Reading (0-20)						
2. Number Reading (0-100)						
3. Number - Set						
4. Addition (1-18)						
5. 2-Digit Addition-Carrying						
6. Subtraction (1-18)						
7. 2-Digit Subtraction-Borrowing						
8. Multiplication (0-10)						
9. Multiplication-Carrying						
10. Division-Simple						
11. Division-Remainder						

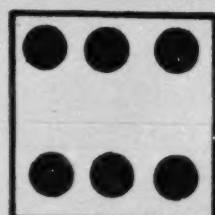
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0	5	10	7	20	14	1	15	8	2
3	18	2	16	9	13	4	19	11	17
6	4	14	17	6	19	8	15	12	2
16	10	7	18	9	0	3	13	1	5
20	5	2	8	5	1	4	20	10	7
3	18	2	7	9	13	4	6	0	19

33	92	67	6	51	87	20	45	75	14
66	74	94	86	24	41	57	5	16	31
25	90	58	1	36	15	73	64	89	46
93	76	13	42	7	32	23	56	68	84
85	47	65	0	50	95	12	77	38	26
55	100	29	63	4	17	49	69	96	30
91	70	8	34	19	43	22	81	54	72
83	97	21	53	37	48	3	18	61	78
40	99	80	35	11	28	60	9	59	79
2	10	52	27	39	44	62	98	70	80

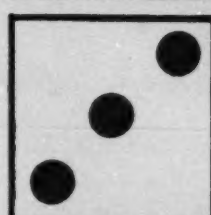
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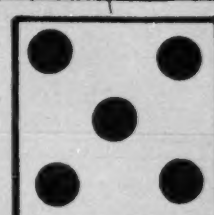
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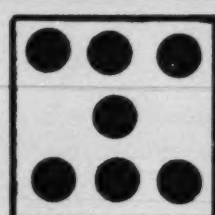
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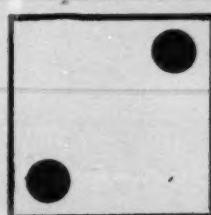
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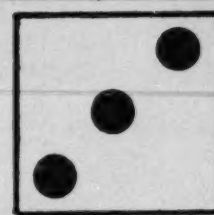
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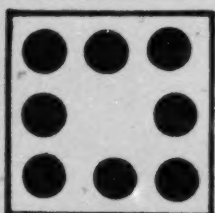
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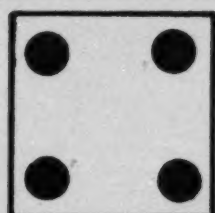
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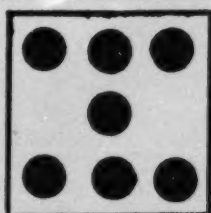
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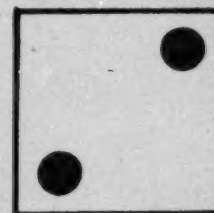
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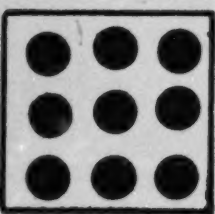
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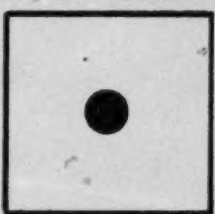
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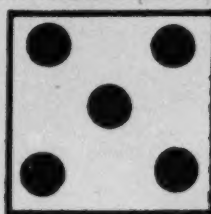
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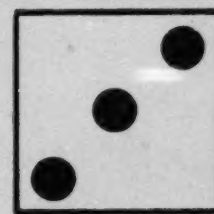
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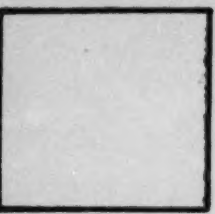
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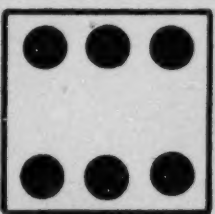
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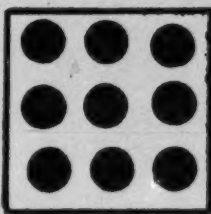
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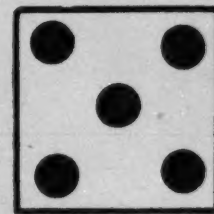
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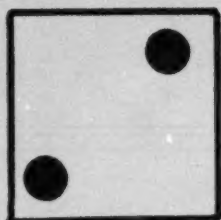
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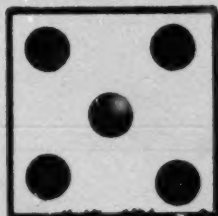
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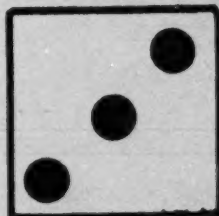
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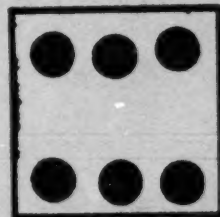
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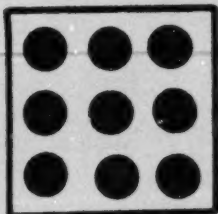
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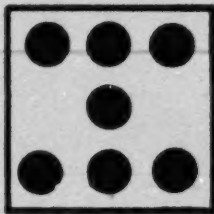
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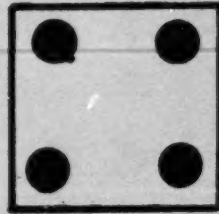
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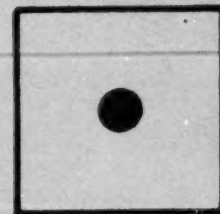
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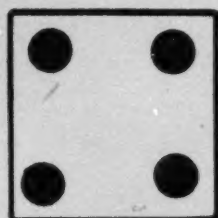
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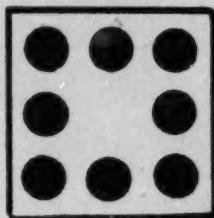
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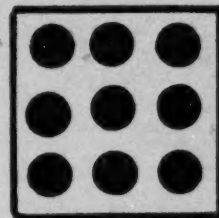
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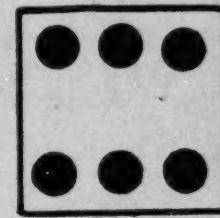
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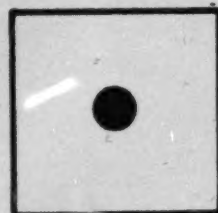
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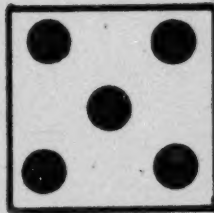
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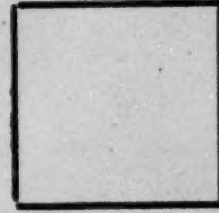
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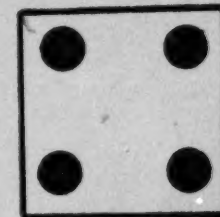
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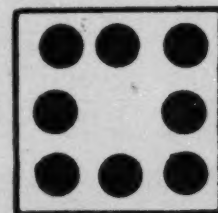
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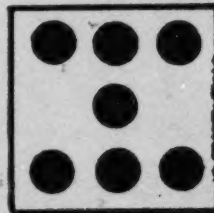
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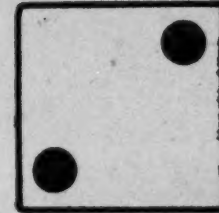
0 4



8 9



7 5



2 1



8 0

7	7	9	4	7	2	8	3	8	4
<u>6</u>	<u>+3</u>	<u>+4</u>	<u>+7</u>	<u>+9</u>	<u>+9</u>	<u>+5</u>	<u>+8</u>	<u>+2</u>	<u>+9</u>

7	1	9	3	7	5	2	8	9	3
<u>2</u>	<u>+5</u>	<u>+7</u>	<u>+2</u>	<u>+1</u>	<u>+5</u>	<u>+9</u>	<u>+7</u>	<u>+3</u>	<u>+4</u>

4	6	3	7	8	6	9	5	7	5
<u>8</u>	<u>+2</u>	<u>+1</u>	<u>+5</u>	<u>+5</u>	<u>+6</u>	<u>+8</u>	<u>+9</u>	<u>+4</u>	<u>+5</u>

2	5	7	2	1	9	6	5	3	6
<u>8</u>	<u>+1</u>	<u>+3</u>	<u>+6</u>	<u>+4</u>	<u>+8</u>	<u>+3</u>	<u>+9</u>	<u>+8</u>	<u>+4</u>

7	5	7	2	3	6	8	9	6	0
<u>8</u>	<u>+4</u>	<u>+0</u>	<u>+6</u>	<u>+7</u>	<u>+5</u>	<u>+8</u>	<u>+2</u>	<u>+1</u>	<u>+8</u>

2	9	0	8	3	1	2	3	8	1
<u>7</u>	<u>+0</u>	<u>+1</u>	<u>+1</u>	<u>+4</u>	<u>+1</u>	<u>+4</u>	<u>+5</u>	<u>+0</u>	<u>+3</u>

2	1	4	5	7	4	1	4	4	5
<u>8</u>	<u>+6</u>	<u>+9</u>	<u>+0</u>	<u>+6</u>	<u>+4</u>	<u>+2</u>	<u>+7</u>	<u>+9</u>	<u>+7</u>

$9+6=$	$7+3=$	$9+4=$	$7+4=$
$7+2=$	$5+1=$	$9+7=$	$3+2=$
$7+9=$	$7+1=$	$5+7=$	$4+3=$
$9+2=$	$5+8=$	$9+3=$	$7+8=$
$4+8=$	$3+1=$	$8+5=$	$4+7=$
$6+2=$	$5+5=$	$6+6=$	$5+5=$
$8+2=$	$3+7=$	$1+4=$	$3+8=$
$5+1=$	$6+2=$	$8+9=$	$6+3=$
$7+8=$	$0+7=$	$5+6=$	$9+2=$
$4+5=$	$3+7=$	$8+8=$	$6+1=$
$2+7=$	$1+8=$	$1+1=$	$5+9=$
$9+0=$	$4+3=$	$2+4=$	$3+1=$
$2+3=$	$5+7=$	$6+7=$	$0+5=$
$9+4=$	$4+4=$	$9+3=$	$8+7=$
$6+8=$	$9+6=$	$9+9=$	$2+4=$

$$\begin{array}{r} 37 \\ -45 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ +49 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ +22 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ +34 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ -43 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ +46 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ +59 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +58 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ +18 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ +44 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -78 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ +65 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ +31 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -23 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ +49 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -66 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ +57 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ +39 \\ \hline \end{array}$$

498

7	4	2	10	9	1	16	13	8	5
<u>-5</u>	<u>-1</u>	<u>-0</u>	<u>-6</u>	<u>-5</u>	<u>-1</u>	<u>-8</u>	<u>-7</u>	<u>-2</u>	<u>-4</u>

8	12	7	11	6	10	13	9	14	15
<u>-5</u>	<u>-4</u>	<u>-0</u>	<u>-7</u>	<u>-4</u>	<u>-3</u>	<u>-5</u>	<u>-6</u>	<u>-2</u>	<u>-9</u>

4	8	14	3	7	2	9	5	10	6
<u>-3</u>	<u>-6</u>	<u>-9</u>	<u>-1</u>	<u>-6</u>	<u>-1</u>	<u>-3</u>	<u>-5</u>	<u>-7</u>	<u>-5</u>

5	9	11	15	8	0	3	6	12	7
<u>-3</u>	<u>-2</u>	<u>-8</u>	<u>-6</u>	<u>-4</u>	<u>-0</u>	<u>-2</u>	<u>-3</u>	<u>-2</u>	<u>-3</u>

12	3	8	5	17	4	7	10	6	9
<u>-5</u>	<u>-3</u>	<u>-3</u>	<u>-2</u>	<u>-9</u>	<u>-2</u>	<u>-2</u>	<u>-6</u>	<u>-2</u>	<u>-7</u>

15	10	14	9	16	13	8	2	7	11
<u>-7</u>	<u>-4</u>	<u>-7</u>	<u>-8</u>	<u>-9</u>	<u>-8</u>	<u>-7</u>	<u>-2</u>	<u>-5</u>	<u>-9</u>

10	9	13	15	12	14	11	17	6	18
<u>-8</u>	<u>-1</u>	<u>-4</u>	<u>-8</u>	<u>-3</u>	<u>-5</u>	<u>-6</u>	<u>-7</u>	<u>-1</u>	<u>-9</u>

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$2-0=$

$9-5=$

$13-7=$

$4-1=$

$10-6=$

$1-1=$

$8-2=$

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$5-5=$

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$3-1=$

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$13-5=$

$6-5=$

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$10-7=$

$14-9=$

$5-3=$

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$8-4=$

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$9-2=$

$15-6=$

$0-0=$

$3-2=$

$12-5=$

$8-3=$

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$9-7=$

$3-3=$

$5-2=$

$10-6=$

$7-2=$

$15-7=$

$9-8=$

$16-9=$

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$10-4=$

$14-7=$

$13-8=$

$11-9=$

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$14-5=$

$15-8=$

$14-8=$

$1-1=$

500

$17-8=$

$16-7=$

$$\begin{array}{r} 31 \\ -17 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ -34 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ -48 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ -26 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ -64 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ -29 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ -36 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ -47 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ -58 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ -21 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ -18 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ -23 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ -32 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ -12 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ -43 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ -62 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ -34 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ -26 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ -38 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ -49 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ -79 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ -18 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ -19 \\ \hline \end{array}$$

$7 \times 0 =$

$3 \times 4 =$

$3 \times 9 =$

$5 \times 2 =$

$9 \times 7 =$

$7 \times 2 =$

$2 \times 1 =$

$3 \times 6 =$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$7 \times 3 =$

$6 \times 2 =$

$3 \times 5 =$

$2 \times 4 =$

$1 \times 0 =$

$3 \times 3 =$

$1 \times 6 =$

$2 \times 7 =$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$9 \times 2 =$

$5 \times 7 =$

$9 \times 9 =$

$10 \times 2 =$

$8 \times 3 =$

$2 \times 6 =$

$8 \times 2 =$

$3 \times 7 =$

$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$6 \times 7 =$

$9 \times 8 =$

$2 \times 9 =$

$12 \times 0 =$

$5 \times 3 =$

$4 \times 4 =$

$7 \times 7 =$

$6 \times 6 =$

$$\begin{array}{r} 93 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ \times 9 \\ \hline \end{array}$$

$$98 \times 5 =$$

$$43 \times 6 =$$

$$82 \times 9 =$$

$$87 \times 6 =$$

$$79 \times 2 =$$

$$74 \times 3 =$$

$$77 \times 7 =$$

$$24 \times 3 =$$

$$38 \times 4 =$$

$$38 \times 7 =$$

$$36 \times 5 =$$

$$56 \times 4 =$$

$21 \div 3 =$

$12 \div 2 =$

$9 \div 3 =$

$8 \div 4 =$

$32 \div 4 =$

$3 \div 3 =$

$15 \div 5 =$

$14 \div 7 =$

$$\begin{array}{r} \overline{6)36} \end{array}$$

$$\begin{array}{r} \overline{8)56} \end{array}$$

$$\begin{array}{r} \overline{3)12} \end{array}$$

$$\begin{array}{r} \overline{7)28} \end{array}$$

$$\begin{array}{r} \overline{9)63} \end{array}$$

$$\begin{array}{r} \overline{7)49} \end{array}$$

$18 \div 2 =$

$36 \div 4 =$

$81 \div 9 =$

$24 \div 3 =$

$35 \div 7 =$

$16 \div 2 =$

$$\begin{array}{r} \overline{2)4} \end{array}$$

$$\begin{array}{r} \overline{4)28} \end{array}$$

$$\begin{array}{r} \overline{9)27} \end{array}$$

$$\begin{array}{r} \overline{6)54} \end{array}$$

$$\begin{array}{r} \overline{5)10} \end{array}$$

$$\begin{array}{r} \overline{8)16} \end{array}$$

$7 \div 1 =$

$12 \div 2 =$

$36 \div 9 =$

$10 \div 2 =$

$63 \div 7 =$

$14 \div 2 =$

$72 \div 8 =$

$18 \div 6 =$

$$\begin{array}{r} \overline{6)12} \end{array}$$

$$\begin{array}{r} \overline{3)6} \end{array}$$

$$\begin{array}{r} \overline{4)4} \end{array}$$

$$\begin{array}{r} \overline{5)5} \end{array}$$

$$\begin{array}{r} \overline{7)42} \end{array}$$

$$\begin{array}{r} \overline{3)27} \end{array}$$

$42 \div 6 =$

$9 \div 63 =$

$18 \div 9 =$

$30 \div 5 =$

$15 \div 3 =$

$16 \div 4 =$

$20 \div 10 =$

$12 \div 4 =$

$$\begin{array}{r} \overline{6)30} \end{array}$$

$$\begin{array}{r} \overline{7)28} \end{array}$$

$$\begin{array}{r} \overline{2)16} \end{array}$$

$$\begin{array}{r} \overline{9)72} \end{array}$$

$$\begin{array}{r} \overline{6)54} \end{array}$$

$$\begin{array}{r} \overline{7)56} \end{array}$$

$$3 \overline{)11}$$

$$7 \overline{)50}$$

$$8 \overline{)71}$$

$$9 \overline{)85}$$

$$5 \overline{)43}$$

$$3 \overline{)19}$$

$$4 \overline{)25}$$

$$7 \overline{)69}$$

$$3 \overline{)22}$$

$$6 \overline{)39}$$

$$4 \overline{)14}$$

$$4 \overline{)19}$$

$$3 \overline{)25}$$

$$9 \overline{)39}$$

$$2 \overline{)78}$$

$$6 \overline{)50}$$

$$5 \overline{)31}$$

$$2 \overline{)19}$$

$$7 \overline{)61}$$

$$8 \overline{)49}$$

$$5 \overline{)37}$$

$$3 \overline{)28}$$

$$6 \overline{)37}$$

$$9 \overline{)30}$$

$$8 \overline{)59}$$

$$9 \overline{)83}$$

$$7 \overline{)48}$$

$$4 \overline{)29}$$

$$2 \overline{)17}$$

$$6 \overline{)47}$$

$$6 \overline{)57}$$

$$9 \overline{)78}$$

$$5 \overline{)38}$$

$$6 \overline{)41}$$

$$8 \overline{)33}$$

RATED ASSESSMENT - ORAL READING GILMORE (L)

The Rated Assessment Oral Reading was administered to all pupils referred to the project who evinced reading problems. The oral reading task was designed to be a measure of oral reading rate for words in context. Each pupil was given a timed trial in reading a word passage taken from the Gilmore Oral Reading test both pre- and post- project intervention. A 30-second period was allowed for passages grades 1-4 and a 1-minute period for passages grades 5-7. The passage was chosen based on the student's Wide Range Achievement Test Reading Score. If the pupil scored at the 1.0 grade level he was given the 1.0 grade level passage from the Gilmore. When the pupil's score was at the 1.5 grade level he was given at 2.0 Gilmore Oral Reading passage. The same procedures were used to define grade level passages for students reading on the WRAT at any level. Therefore, in all cases when the pupil read at .5 or more above the grade level score on the WRAT we rounded off to the higher grade level to determine the Gilmore Passage appropriate for him. The same passage was administered on the pre- and post-test.

The Rated Assessment Oral Reading was scored in the same way as all of the other rated reading tasks. Pre and post- intervention correct and error rates/minute were computed. A T-test for correlated means was computed to determine if the changes in either correct or error rates were significant from pre-post intervention. Accuracy ratios and percentage of accuracy were computed (see discussion of oral reading rate in appendix).

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

RATED ASSESSMENT - ORAL READING (GILMORE)

Student _____ School _____

Person completing form _____

Date _____
(PRE - POST - OTHER)

Item 6 Use Gilmore Oral Reading Test

Select paragraph appropriate to student's reading level
based on WRAT score - round off high (1.6=2 etc.)
Time student for 30 seconds on paragraphs 1-4; and
1 minute on paragraphs 5-10.

Enter scores on Rated Assessment - Reading Summary
Sheet, Item #6 (Form J).

RECORD BLANK

Form C

Gilmore Oral Reading Test

by JOHN V. GILMORE
EUNICE C. GILMORE

Name	Age
Address	
School	Teacher
Date of Testing	
Examiner	



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L-3

The girl has a cat.
 The girl is Mary.
 The cat is Puff.
 Puff is gray.
 Father is in the yard.
 Father works hard.

TIME _____ Seconds

1. What is the girl's name?
2. What is the cat's name?
3. What color is the cat?
4. Who is in the yard?
5. What is Father doing?

ERROR RECORD	Number
Substitutions	
Mispronunciations	
Words pronounced by examiner	
Disregard of punctuation	
Insertions	
Hesitations	
Repetitions	
Omissions	
Total Errors	

L-4

COMPETENCY RATING OF SPECIAL OR REGULAR TEACHERS (M)

This form was utilized by the project staff to rate the special teachers and regular teachers who had intensive contact with the program. The form can be used both prior to and following contact with a training program. Each item on the instrument covers a specific behavioral competency considered important for teachers of educationally handicapped children. A content analysis was completed on the items and they were found to represent all of the specific skill areas that were outlined from the project objectives. The items were also found to be weighted in the same way as the project objectives. No one instructional theory is represented by the items although they do reflect a Clinical Teaching model as put forth by Lerner (1972). The basic steps in such a model are: diagnose, plan, teach, evaluate; and the questions follow this sequence.

The trainee's skill in each of the major objectives is evaluated by the staff member who has had the greatest degree of contact with the trainee. The ratings are supposed to be completed after observation of the trainee in the teaching situation. The ratings are not to be shared with the trainee in order to reduce any sensitization effects but they can be used by the project staff to pinpoint areas for consultation, training, and follow-up.

The form consists of two parts. The first section is divided into seventeen specific questions. Each question covers a step in the assessment, data interpretation, objective statement, structuring the learning situation, teaching, reinforcement, and evaluation sequence. Every question has a separate set of descriptors for each level of

skill competence and use. These descriptors are arranged on a three point scale and the staff member rates the trainee on this scale. The second section consists of one question with eleven subparts. Each subpart is related to a specific learning modality area, academic, subject, or behavior. The staff member rates the trainee, in this section, on his skill in assessment of each of these areas. Every area receives two ratings, one for formal assessment techniques and the second for informal assessment techniques. The scale for this area ranges from 1-no knowledge of skill, to 4-knows a variety of methods and uses one or more with proficiency.

The form was utilized on a post-training basis in the current project. The data was analyzed to compute means and standard deviation on each item for the entire group of trainees following training. It can be administered on a pre-post basis and then the data could be analyzed for difference scores by item across the trainee group. The pre-post data could also be analyzed utilizing a correlated T-test to determine the significance of changes for each item.

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

COMPETENCY RATING FOR SPECIAL OR REGULAR TEACHERS

Title of person completing this form _____

Date _____
(PRE - POST - OTHER)

Introduction: This form should be used for teachers from the selected site schools.

Instructions

1. Read all of the questions on the form before answering.
2. Make a visit to the teacher's school location to obtain both the observational and verbal information required to complete the rating.
3. Observe the teacher working with individual students and with groups.
4. Review teaching plans for individual students with the teacher.

(Data for points 2, 3, & 4 may be obtained during your normal contact with the teacher.)

5. All teachers should be rated on as many questions as are appropriate.

RATE THE TEACHER ON THE BASIS OF BEHAVIORS CURRENTLY DEMONSTRATED

Questions

1. Does the teacher know how to select the appropriate diagnostic instrument (assessment tool, test) to fit the child's ability and/or disability area? (delete when rating regular teacher)
 1. Shows little discrimination in choice of tests.
 2. Shows adequate discrimination in choice of tests.
 3. Shows high degree of discrimination in choice of tests.
2. Rate the teacher's ability to use diagnostic test (assessment) results to generate individualized programs in regard to student strengths and weaknesses.
 1. Does not utilize any assessment data in planning for students.

2. Uses diagnostic test information to a limited degree in planning for students.
 3. Makes maximum use of diagnostic test information in planning for students.
3. Rate the teacher's use of instructional objectives for each student in his or her teaching plan. (An instructional objective must include a statement of the behavior, situation, description of the learner, and a criterion level)
1. Teacher does not use instructional objectives.
 2. Teacher has instructional objectives for some students, but not for all areas or for all students (Areas-reading, math, spelling)
 3. Teacher specifies instructional objectives for all students in all required areas (i.e., reading, math, spelling)
4. Are the teacher's instructional objectives individualized in terms of each student's strengths and weaknesses (as determined by formal and informal student assessments - see #18)?
1. Teacher does not take the student into account (i.e., the objectives do not match up with the diagnostic data)
 2. Student objectives show a small degree of individualization. (i.e., in one area or for a small number of students)
 3. Student objectives are clearly related to individual patterns of ability and disability.
5. Do the teacher's records show evidence that he or she monitors student progress towards the objectives?
1. There is no indication that the teacher monitors student progress.
 2. There is some evidence of informal monitoring of student progress.
 3. There is strong evidence that the teacher keeps on-going progress records for each student (records might include objectives based checklists, routine rated assessments, etc.)
6. Does the teacher modify the instructional objective, based upon student progress?
1. Instructional plans are adhered to without modification.
 2. Instructional plans are infrequently modified when student either makes progress or fails to make progress.
 3. Instructional plans are continually evaluated and changed based upon student progress.

7. Does the teacher utilize a wide variety of instructional approaches for the individual student?
 1. Teacher utilizes one approach in each area.
 2. Teacher utilizes a few different approaches in each area (maximum of 2)
 3. Teacher utilizes a wide variety of approaches in each area.
 8. Does the teacher utilize a wide variety of instructional approaches for groups of students?
 1. The teacher utilizes one approach in each area.
 2. Teacher utilizes a few different approaches in each area (maximum of 2)
 3. Teacher utilizes a wide variety of approaches in each area.
 9. Does the teacher develop and utilize individual reinforcement programs for student's social behavior problems? (see #10)
 1. Teacher does not use reinforcement systematically.
 2. Teacher uses reinforcers on a limited basis (with 1 or 2 students)
 3. A majority of student behavior problems are dealt with using a contingency management program.
- * A teacher who phases from tangible to social reinforcements should be rated highly. We are not just looking for the use of tangibles with students, only those who require them.
10. Does the teacher develop and utilize individual reinforcement programs for students' academic problems (e.g. employs contracts, tokens, etc.) *
 1. Teacher does not use reinforcement approaches systematically.
 2. Teacher uses reinforcers on a limited basis (with 1 or 2 students)
 3. A majority of student work is related to a reinforcement program.
 11. Does the teacher involve his student's in planning their own program?
 1. Not at all.
 2. Teacher asks students only infrequently about their preferences.
 3. Teacher frequently involves a majority ($\frac{1}{2}$ or more) of the students in planning their own programs.

12. Does the teacher utilize other personnel in planning and instruction for his students? (e.g. aides, learning center teachers, peer and cross age tutors, etc.)?
 1. Teacher does not use other personnel at all.
 2. Teacher uses other personnel on a limited basis. (not daily)
 3. Teacher uses other personnel to a high degree. (daily and with more than one student)
13. Does the teacher exhibit confidence in sharing ideas with other teachers on the staff with whom his students are involved?
 1. Teacher works alone and does not communicate with other teachers involved.
 2. Teacher has limited communication with others involved with student (only when formal re-evaluation is requested or required)
 3. Teacher has a high degree of communication with other teachers involved with the student.
14. How responsive is the teacher to acknowledging new ideas?
 1. Not open to new ideas.
 2. Will listen to new ideas but won't try out.
 3. Will listen and try out new approaches.
15. Rate the teacher's ability to identify learning modalities for each student.
 1. Teacher does not know any of the basic learning modalities.
 2. Teacher knows all of the basic modalities but cannot identify.
 3. Teacher knows all of the basic learning modalities and can identify all of them.
16. Rate the teacher's ability to locate and utilize materials appropriate to the needs of the class.
 1. Teacher does not know of the resources for appropriate levels or learning materials.
 2. Teacher knows of the resources for appropriate levels of learning materials, but does not utilize.
 3. Teacher knows of resources and utilizes them.
17. Rate the teacher's ability to locate and utilize resource personnel appropriate to the needs of the class.
 1. Teacher does not know how to locate resource personnel for her class.
 2. Teacher knows how to locate resource personnel for her class, but does not utilize them.
 3. Teacher knows how to locate resource personnel for her class and does utilize them.

18. Rate the teacher's ability to utilize an appropriate instrument for the following learning areas. Remember, one instrument may measure more than one area (e.g. ITPA measures both visual and auditory channels)

The numbers used below indicate the following:

- 1 = Doesn't know of any informal or formal methods in this area.
- 2 = Knows of a single informal or formal method but does not utilize.
- 3 = Knows of a single informal or formal method and uses with basic competency.
- 4 = Knows of a variety of methods and uses 1 or more with high proficiency.

<u>AREA</u>	<u>FORMAL</u>	<u>INFORMAL</u>
Behavior	1 2 3 4	1 2 3 4
Auditory Perception	1 2 3 4	1 2 3 4
Visual Perception	1 2 3 4	1 2 3 4
Motor Development	1 2 3 4	1 2 3 4
Language	1 2 3 4	1 2 3 4
Memory	1 2 3 4	1 2 3 4
Cognitive	1 2 3 4	1 2 3 4
Reading	1 2 3 4	1 2 3 4
Math	1 2 3 4	1 2 3 4
Spelling	1 2 3 4	1 2 3 4

TRAINEE'S SELF-RATING OF COMPETENCY (N)

This form is a self-rating device given to the regular teachers, special teachers, and support workers and can be administered prior to and following their involvement with the project. It was developed to assess changes in the competency areas considered important for the development of programs for learning, disabled and educationally handicapped children. The areas covered on the device correspond with those assessed on Form M - Competency Rating of Special and Regular Teachers. The format of the device consists of ten items covering the areas of assessment techniques, interpretation of assessment information, developing behavioral objectives, relating objectives to assessment information, use of contingency management, skill in keeping track of student progress, locating resource materials for instruction, structuring the learning environment, and sharing the responsibilities for instruction. The trainee rates his own skill level in each of these previously monitored areas on a four point scale that covers the following range: 1-very little skill, 2-some skill, 3-moderate skill, and 4-strong skill.

The form was used only on a post-training basis in the current project. Mean ratings and standard deviations of ratings were computed for each item. If the form is used on a pre-post basis difference scores for each item can be computed as well. Following this, a correlated T-test would be used to assess the significance of change for each of the items. The information on this form can also be related to the ratings on Form M, Competency Rating of Special or Regular Teachers, in order to determine the relationship between these self-ratings and the ratings obtained in the major competency areas by an outside observer.

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

TRAINEE'S SELF-RATING OF COMPETENCY (STATUS)

Title of person completing form _____

Date _____
(PRE - POST - OTHER)

Instructions:

Please indicate your present level of ability in each of the following areas. Circle the response number.

- (1) VERY LITTLE SKILL (2) SOME SKILL (3) MODERATE SKILL
(4) STRONG SKILL
1. DETERMINING LEARNING STRENGTHS AND WEAKNESSES THROUGH FORMAL AND INFORMAL ASSESSMENTS
1 2 3 4
 2. IDENTIFYING LEARNING MODALITIES FOR EACH STUDENT
1 2 3 4
 3. DEVELOPING REALISTIC ACADEMIC BEHAVIORAL OBJECTIVES
1 2 3 4
 4. RELATING STUDENT INSTRUCTIONAL PROGRAMS TO ASSESSMENT INFORMATION
1 2 3 4
 5. UTILIZING EFFECTIVE TECHNIQUES FOR BEHAVIOR MANAGEMENT
1 2 3 4
 6. KEEPING TRACK OF STUDENT PROGRESS
1 2 3 4
 7. LOCATING AND UTILIZING MATERIALS APPROPRIATE TO YOUR NEEDS.
1 2 3 4
 8. LOCATING AND UTILIZING RESOURCE PERSONNEL APPROPRIATE TO YOUR NEEDS.
1 2 3 4
 9. STRUCTURING THE CLASSROOM ENVIRONMENT TO FACILITATE THE USE OF RESOURCE MATERIALS IN THE INDIVIDUALIZATION OF INSTRUCTION
1 2 3 4
 10. DEVELOPING THE SHARING OF RESPONSIBILITIES WITH OTHER SCHOOL PERSONNEL IN MEETING THE NEEDS OF LEARNING DISABILITY STUDENTS.
1 2 3 4

TRAINEE'S SELF-RATING OF COMPETENCY CHANGE (O)

This form is a self-rating device given to the regular teachers, special teachers, and support workers following their involvement with the project. It was developed to assess the degree of skill improvement each of the trainee's perceived had occurred during their project contact. The items are exactly the same as those rated on Form N - Trainee's Self-Rating of Competency. The format consists of these same ten items but the rating scale used is different. The ratings cover a 4 point scale ranging from 1-very little change, 2-some change, 3-moderate change, and 4-large change.

The form was used on a post-training basis in the current project. Mean change ratings and standard deviations of change ratings were computed for each item. The data from this form were compared with the data from Form N to determine the relationship between the degree of change on each item and the level of competency perceived by each trainee on each item. This was done by grouping the trainee ratings, item by item, on both forms computing correlations.

CALIFORNIA TITLE VI-G PROJECT
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TRAINEE'S SELF-RATING OF COMPETENCY CHANGE (POST ONLY)

Title of person completing form _____

Date _____

Instructions:

Please indicate the effectiveness of this year's Title VI Project staff in increasing your knowledge or proficiency in each of the following areas. Circle the response number.

(1) VERY LITTLE CHANGE (2) SOME CHANGE (3) MODERATE CHANGE (4) LARGE CHANGE

- | | | | | |
|---|---|---|---|---|
| 1. DETERMINING LEARNING STRENGTHS AND WEAKNESSES THROUGH FORMAL AND INFORMAL ASSESSMENTS | 1 | 2 | 3 | 4 |
| 2. IDENTIFYING LEARNING MODALITIES FOR EACH STUDENT | 1 | 2 | 3 | 4 |
| 3. DEVELOPING REALISTIC ACADEMIC BEHAVIORAL OBJECTIVES | 1 | 2 | 3 | 4 |
| 4. RELATING STUDENT INSTRUCTIONAL PROGRAMS TO ASSESSMENT INFORMATION | 1 | 2 | 3 | 4 |
| 5. UTILIZING EFFECTIVE TECHNIQUES FOR BEHAVIOR MANAGEMENT | 1 | 2 | 3 | 4 |
| 6. KEEPING TRACK OF STUDENT PROGRESS | 1 | 2 | 3 | 4 |
| 7. LOCATING AND UTILIZING RESOURCE PERSONNEL APPROPRIATE TO YOUR NEEDS | 1 | 2 | 3 | 4 |
| 8. LOCATING AND UTILIZING RESOURCE MATERIALS APPROPRIATE TO YOUR NEEDS | 1 | 2 | 3 | 4 |
| 9. STRUCTURING THE CLASSROOM ENVIRONMENT TO FACILITATE THE USE OF RESOURCE MATERIALS IN THE INDIVIDUALIZATION OF INSTRUCTION | 1 | 2 | 3 | 4 |
| 10. DEVELOPING THE SHARING OF RESPONSIBILITIES WITH OTHER SCHOOL PERSONNEL IN MEETING THE NEEDS OF LEARNING DISABILITY STUDENTS | 1 | 2 | 3 | 4 |

INTERVENTION CHECKLIST FOR SPECIAL TEACHERS (P)

This form was utilized by the trainee's to assess the utility of the specific intervention procedures that were presented to them by the project staff. Each of the items represents a specific assessment device, instructional approach, reinforcement technique, instructional material, or teaching strategy. There are 21 items on the form with additional space to add items that the trainee's wished to add. The additional items would be those that were introduced through the project only to specific trainee's because of their own individual needs. Each item was rated by the trainee on a 4-point scale. The ratings are not continuous but do represent mutually exclusive evaluations for each item presented. The scale is as follows:

- 1-you used the item prior to Title VI intervention
- 2-the item is not appropriate to your teaching situation
- 3-you need more help for competency in use
- 4-your understanding of the item was furthered by Title VI and you will use.
- 5-you have mastered the item and are now using

This form was administered on a post training basis in the current project. The percentage of responses, in each category, for each item was determined.

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

INTERVENTION CHECKLIST FOR SPECIAL TEACHER

Instructions: Please rate each of the following activities, approaches or interventions listed below. We are interested in determining which portions of your Title VI involvement have been most useful to you. Place a number in front of each item to indicate:

- 1 That you used item prior to Title VI intervention
- 2 That the item is not appropriate to your teaching situation
- 3 That you feel you need more help for competency in use
- 4 That your understanding of item was furthered by Title VI and you will use
- 5 That you have mastered the item and are now using

- _____ 1. Behavior management techniques
- _____ 2. Academic contracts
- _____ 3. Behavior contracts
- _____ 4. Learning centers
- _____ 5. Multi-level learning materials
- _____ 6. Teacher-made games
- _____ 7. Materials from the resource center
- _____ 8. Individualized instruction
- _____ 9. Informal diagnosis of learning styles
- _____ 10. Writing academic and behavioral objectives
- _____ 11. Rated assessment forms
- _____ 12. Regular staff as a resource
- _____ 13. Self-concept inventory
- _____ 14. Techniques for utilizing work samples
- _____ 15. Behavior observation techniques
- _____ 16. Anabell Markoff inventory
- _____ 17. Language Masters

- ___18. Wide Range Achievement Test
- ___19. Gilmore Oral Reading Test
- ___20. Slingerland
- ___21. Developmental Learning Material
- ___22. Task and Behavior Analysis

SCHEDULE FOR INTERVIEWING SPECIAL OR REGULAR TEACHERS (Q)

This form consists of only three items and is designed for a 15 to 20 minute administration. The questions are quite broad in nature, and are intended to elicit a variety of responses from teachers. Because of the lack of specificity of the items, except for question 2, the verbal data elicited are not easily summarized. However, through the creative use of content analysis it is possible to quantify the data in a number of ways, and to utilize statistical tests to determine whether there are differences between schools, grade levels, types of teachers, etc. (See section 4.1 of the report for specific examples of data analysis.)

CALIFORNIA TITLE VI/G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

SCHEDULE FOR INTERVIEWING SPECIAL OR REGULAR TEACHERS

1. What is your perception of the role of the Title VI-G Project as it relates to your school?

2. What kinds of help did you receive during the past year from the Title VI-G Project?

After initial response, probe these specific categories:

1. teacher consultation
 2. student instruction
 3. classroom management
 4. curriculum
 5. inservice training
-
3. Please give me your opinion of the effectiveness of the Title VI-G Project during the past year by indicating some of its strengths and weaknesses.

INTERVENTION CHECKLIST FOR REGULAR TEACHERS (R)

This form was utilized by the trainee's to assess the utility of the specific intervention procedures that were presented to them by the project staff. Each of the items represents a specific assessment device, instructional approach, reinforcement technique, instructional material, or teaching strategy. There are 21 items on the form with additional space to add items that the trainee's wished to add. The additional items would be those that were introduced through the project only to specific trainee's because of their own individual needs. Each item was rated by the trainee on a 4-point scale. The ratings are not continuous but do represent mutually exclusive evaluations for each item presented. The scale is as follows:

- 1-you used the item prior to Title VI intervention
- 2-the item is not appropriate to your teaching situation
- 3-you need more help for competency in use
- 4-your understanding of the item was furthered by Title VI and you will use again
- 5-you have mastered the item and are now using

This form was administered on a post training basis in the current project. The percentage of responses, in each category, for each item was determined.

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

INTERVENTIONS CHECKLIST FOR REGULAR TEACHERS

Instructions: Please rate each of the following activities, approaches or interventions listed below. We are interested in determining which portions of the Title VI involvement has been most useful to you. Place a number in front of each item to indicate:

- 1 That you used item prior to Title VI intervention
 - 2 That the item is not appropriate to your teaching situation
 - 3 That you feel you need more help for competency in use
 - 4 That your understanding of item was furthered by Title VI and you will use
 - 5 That you have mastered the item and are now using
-
- ___ 1. Behavior management techniques
 - ___ 2. Academic contracts
 - ___ 3. Behavior contracts
 - ___ 4. Learning centers
 - ___ 5. Multi-level learning materials
 - ___ 6. Teacher-made games
 - ___ 7. Materials from the resource center
 - ___ 8. Individualized instruction
 - ___ 9. Informal diagnosis of learning styles
 - ___ 10. Writing academic and behavioral objectives
 - ___ 11. Rated Assessment forms
 - ___ 12. Regular staff as a resource
 - ___ 13. Self-concept inventory
 - ___ 14. Techniques for utilizing work samples
 - ___ 15. Behavior observation techniques
 - ___ 16. Anabell Markoff inventory
 - ___ 17. Language Masters

"R"
3/74

- ___ 18. Wide Range Achievement Test
- ___ 19. Gilmore Oral Reading Test
- ___ 20. Slingerland
- ___ 21. Developmental Learning Material

SCHEDULE FOR INTERVIEWING SCHOOL ADMINISTRATORS (S)

This form consists of four items and is designed for a 15 to 20 minute administration. The form is quite similar to Form Q, the interview schedule for teachers. The questions are quite broad in nature, except for question 3, and are intended to elicit a variety of responses from administrators. Because of the lack of specificity of the items, the verbal data elicited are not easily summarized. However, through the use of content analysis, it is possible to quantify the data in a number of ways, and to utilize statistical tests if desired to probe differences between schools and within schools. (See section 4.1 of the report for specific examples of data analysis).

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

SCHEDULE FOR INTERVIEWING SCHOOL ADMINISTRATORS

1. What is your perception of the role of the Title VI-G Project as it relates to your school?
2. What kinds of help did you receive during the past year from Title VI-G Project?

After initial response, probe these specific categories:

1. teacher consultation
 2. student instruction
 3. classroom management
 4. curriculum
 5. inservice training
-
3. To the best of your knowledge have added funds or space been allocated to your EH or LDG program since involvement with Title VI-G?
 4. Please give me your opinion of the effectiveness of the Title VI-G Project during the past year by indicating some of its strengths and weaknesses.

COLLEGE/UNIVERSITY STUDENT IN TRAINING
ACTIVITIES QUESTIONNAIRE (T)

This instrument was developed originally by the project director during the second year. After being administered to a group of interns at the end of that year it was revised by the evaluators to include additional information, and to provide for ease of scoring and statistical analysis.

The first part of the form requires the respondent to indicate his type of involvement and his overall feeling about the amount of time spent - too long, adequate, or too short. If a reasonable number of students were involved as trainees, these data could be analyzed in the form of a two-way chi-square contingency table with type of affiliation as one variable and time spent as the other. Other non-parametric tests are possible, as well, but most likely this information would be used mainly to classify students into various groups for purposes of analyzing other parts of the questionnaire.

The second part of the instrument is an activities checklist. The purpose of this section is to find out exactly what experiences a trainee had during his internship experience. Frequency counts can be made for all respondents in order to determine which activities received greatest emphasis. Or, as alluded to above, comparisons in frequencies could be made across the affiliation categories listed in the first section of the instrument. Again, non-parametric analysis, such as chi-square would be appropriate, since the data are in the form of raw frequency counts.

The third section of the report, "Rating of Internship Experience," is really the heart of the instrument. This section

contains 10 items which elicit responses on continuous 4-point scales. Thus, for analysis purposes, one might compute means and standard deviations for individual items. This would allow the statistical comparison of various groups of respondents, such as paid substitute vs. volunteer trainees on any number of items using the t-statistic. Multiple groups of trainees could be compared using an appropriate analysis-of-variance model, provided the necessary assumptions for the data could be met.

Another possible procedure for analyzing the data might be the computation of an intercorrelation matrix for the 10 items. Such a matrix of coefficients of correlation would provide information on the relationships between item responses. One important question which this technique would help to answer would be "What aspects of the internship experience (items 1-8) are significantly related to a positive (or negative) overall experience (item 9)?"

CALIFORNIA TITLE VI-G PROJECT
PUBLIC SCHOOL MODEL SERVICE CENTER

COLLEGE/UNIVERSITY STUDENT-IN TRAINING ACTIVITIES QUESTIONNAIRE

Name _____ Date _____
(leave blank if you prefer)

College _____ Level _____
(junior, graduate, etc.)

TYPE OF INVOLVEMENT WITH TITLE VI-G PROJECT:

Number of days per week _____
Number of months per year _____
Nature of project affiliation (check one below)
_____ College credit
_____ Volunteer basis
_____ Paid substitute
_____ Combination paid and volunteer
_____ Combination paid and college credit

GENERALLY, HOW DO YOU FEEL ABOUT THE AMOUNT OF TIME YOU HAVE SPENT WITH
TITLE VI IN TERMS OF DEVELOPING YOUR COMPETENCIES?

_____ Too long
_____ Adequate
_____ Too short

ACTIVITIES CHECKLIST

Please check those activities below which you have engaged in during your
internship at Title VI.

- _____ 1. Observed staff working directly with students.
- _____ 2. Assisted staff working with students.
- _____ 3. Cooperated with staff in planning lessons for students.
- _____ 4. Independently planned and carried out lessons.
- _____ 5. Observed students being evaluated.
- _____ 6. Assisted in administering and scoring formal and informal
assessment techniques.
- _____ 7. Independently administered and scored standardized tests.
- _____ 8. Used commercial and project-developed curriculum
materials in instruction.
- _____ 9. Independently created teaching materials to meet specific
needs of students.
- _____ 10. Used commercial and project-developed curriculum
materials in instruction.
- _____ 11. Independently created teaching materials to meet
specific needs of students.
- _____ 12. Assisted in conducting a workshop for a group of teachers.

- ☐ 13. Conducted a section of a workshop.
- ☐ 14. Worked with students having learning difficulties in their regular classroom.
- ☐ 15. Worked with students in special classes.
- ☐ 16. Met with social worker, psychologist, or other specialist concerning students.

RATING OF INTERNSHIP EXPERIENCE

Please circle the appropriate response.

1. The practicum experience has related to my college coursework.
 1. Greatly
 2. Fairly often
 3. Rarely
 4. Not at all
2. I have had the opportunity to work with students and teachers in professional tasks.
 1. Consistently
 2. Fairly often
 3. Inconsistently
 4. Never
3. Title VI staff have been available to work and plan with:
 1. Whenever necessary
 2. Fairly often
 3. Inconsistently
 4. Hardly ever
4. The variety of experiences offered have been
 1. Challenging and many
 2. Challenging and few
 3. Boring and many
 4. Boring and few
5. The opportunity to work independently and assume responsibility has been provided
 1. Quite often
 2. Fairly often
 3. Seldom
 4. Never
6. My experience in relation to assessing individual student's needs have resulted in my being

1. Confident of my skills
 2. Confident but needing more practice
 3. Somewhat unsure of my abilities
 4. Very uncomfortable in this situation
7. My experience in relation to teaching students with learning difficulties have resulted in my being
1. Confident in my skills
 2. Confident but needing more practice
 3. Somewhat unsure of my abilities
 4. Uncomfortable in this situation
8. My experience in relation to teaching students with behavior difficulties have resulted in my being
1. Confident in my skills
 2. Confident but needing more practice
 3. Somewhat unsure of my abilities
 4. Uncomfortable
9. My overall rating of the Title VI internship experience is
1. Outstanding
 2. Worthwhile
 3. Less than optimal
 4. A waste of time
10. My experience included opportunities to serve regular and special children in the following proportions:
- | | Regular | EH |
|----|---------|-----|
| 1. | 10% | 90% |
| 2. | 30% | 70% |
| 3. | 70% | 30% |
| 4. | 90% | 10% |

COMMENTS: Please write below any reactions you have to your internship which were, perhaps, not assessed by this questionnaire. Focus on both good and bad experiences, and make recommendations for improvements.